

ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
Southbridge, Mass.



FOR THE YEAR ENDING
December 31, 1949

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SOUTHBRIDGE TYPESETTING COMPANY
SOUTHBRIDGE, MASS.
1950

ORGANIZATION OF THE SCHOOL COMMITTEE

1949-1950

Paul H. Benoit, Chairman, 236 West Street	1950
William J. Brunell, 153 Charlton Street	1950
Armand DeAngelis, 333 Worcester Street	1951
Rosaire LaFleche, 18 Hudson Avenue	1951
Hector M. LeClair, Lebanon Hill	1952
Ernest Boyer, 251 Marcy Street	1952

Meetings of School Committee

The regular meetings of the School Committee are held on the first Monday of each month at 7:00 P. M. in the conference room in the High School Building, except as follows.

In January, 2nd Monday
In March, 3rd Monday
In September, 2nd Monday

There are no regular meetings in July and August.

During the year 1949, the School Committee met the following number of times:

Regular meetings	10	Special meetings	12
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SUPERINTENDENT OF SCHOOLS

William L. Bourgeois Residence, 172 Dresser Street

Office: High School Building, Tel. 365

The Superintendent's office is open on school days from 8:00 to 11:30 A. M. and 1:30 to 5:00 P. M.; Saturdays, 9:00 to 11:30 A. M.; Monday and Wednesday evenings, 7:00 to 7:30 P. M. for work permits.

The Superintendent is available for conference by appointment, particularly in the afternoon. Please Call 365.

SUPERINTENDENT'S CLERK

Elsie A. Hofstra, 173 Sayles Street Tel. 1108

SCHOOL PHYSICIANS

Dr. William Langevin, 24 Everett Street Tel. 984
Dr. Ada B. Eccleston, 62 Elm Street Tel. 32

SCHOOL NURSE

Edna C. Pinsonneault, 32 Taft Street Tel. 2579

SUPERVISOR OF ATTENDANCE

Paul A. Duhart, School Office Tel. 1750-M

SCHOOL CALENDAR—1950

Winter term, seven weeks January 3-February 17
Spring term, seven weeks February 27-April 14
Summer term, nine weeks April 24-June 23
Fall term, sixteen weeks September 6-December 21

NO SCHOOL SIGNALS

2-2-2 on fire alarm at 7:15 A. M. will indicate no morning session for all grades. The street lights will be on for 5 minutes beginning at 7:15 A. M. also to indicate no morning session for all grades.

2-2-2 on fire alarm at 12:30 P. M. will indicate no afternoon session for all grades. The street lights will be on for 5 minutes beginning at 12:30 P. M. also to indicate no afternoon session for all grades.

Even if there has been no morning session, there will be an afternoon session unless signals are given.

The street light signals are provided through the courtesy of Worcester County Electric Company.

FINANCIAL STATEMENT

In Brief:

Total Expenditures	\$408,980.73	
Total Receipts Returned to Town Treasurer	164,124.30	
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Net Cost to Town		\$244,856.43

In Detail:

Receipts to School Department		
Appropriation	\$450,279.71	
Smith-Hughes Fund, U. S. Gov't.	4,389.58	
George Barden Fund	\$475.00	
Balance Dec. 31, 1949	26.00	449.00
	<hr/>	<hr/>
Total—Funds Available		\$455,118.29

EXPENDITURES

General Control:

Salaries	\$ 10,776.81	
Other Expenses	1,324.67	
	<hr/>	
Total—General Control		\$ 12,101.48

Auxiliary Agencies:

Transportation	15,284.89	
Tuition to other schools	763.64	
Compulsory attendance	330.73	
School Doctors	1,988.49	
School nurse	2,672.41	
Medical expenses	347.05	
	<hr/>	
Total—Auxiliary Agencies		21,387.21

High School:

Instruction salaries	75,914.73	
Instruction expenses:		
Textbooks	1,294.55	
Supplies	4,566.81	

Other expenses	543.63
Operation of plant	11,459.78
Maintenance of plant	1,249.09
Capital outlay	1,298.65

Total—High School	96,327.24
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Elementary Schools:

Instruction salaries	\$144,670.09
Instruction expenses:	
Textbooks	1,586.54
Supplies	3,929.89
Other expenses	255.29
Operation of plant	23,639.56
Maintenance of plant	2,168.97
Capital outlay	5,025.63

Total—Elementary Schools	181,275.97
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Vocational School:

Instruction salaries	\$ 62,222.19
Instruction expenses:	
Textbooks	214.29
Supplies	2,909.72
Other expenses	346.35
Operation of plant	4,614.43
Maintenance of plant	2,796.80
Capital outlay	529.13

Total—Vocational School	73,632.91
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Evening High School:

Instruction salaries	\$ 1,062.00
Instruction expenses:	
Supplies	62.80
Operation of plant	574.10
Capital outlay	7.20

Total—Evening High School	1,706.10
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Elementary Evening School:

Instruction salaries	\$ 1,253.00
Instruction expenses	28.70
Operation of plant	150.00

Total—Elementary Eve. School	1,431.70
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Evening Vocational School:

Instruction salaries	\$ 1,692.00	
Instruction expenses:		
Textbooks	5.94	
Supplies	201.85	
Operation of plant	157.44	
	<hr/>	
Total Even. Vocational School		2,057.23

Household Arts:

Instruction salaries	\$ 4,999.79	
Instruction expenses:		
Supplies	347.05	
Other expenses	21.62	
Maintenance of plant	21.08	
Capital outlay	57.06	
	<hr/>	
Total Household Arts		5,446.60

Industrial Arts:

Instruction salaries	\$ 3,233.36	
Instruction expenses:		
Supplies	182.16	
Maintenance	7.86	
Capital outlay	26.05	
	<hr/>	
Total—Industrial Arts		3,449.43

Domestic Science:

Instruction salaries	\$ 1,425.34	
Instruction expenses:		
Supplies	145.21	
	<hr/>	
Total—Domestic Science		1,570.55

Visual Aids:

Instruction salaries	\$ 799.93	
Instruction expenses:		
Supplies	85.99	
Maintenance	6.00	
Capital outlay	361.00	
	<hr/>	
Total—Visual Aids		1,252.92

Playgrounds:

Instruction salaries	\$ 2,934.50	
Instruction expenses:		
Other expenses	907.34	
Total—Playgrounds		3,841.84
CONTINGENCY FUND		3,499.55
Total Expenditures		\$408,980.73
Bal. on hand, Dec. 31, 1949		46,137.56
		<u>\$455,118.29</u>

REIMBURSEMENTS

State Aid for Schools (Chap. 70, as amended 1948, Chap. 643)	\$ 88,719.00	
Vocational School (Coop.) State Grant	10,593.74	
Vocational School (Day) State Grant	9,791.75	
Vocational School—Gen. Vocational	11,633.60	
Vocational School (Evening) State Grant	1,576.14	
Household Arts—State Grant	4,145.99	
Continuation School—State Grant	226.23	
Evening Practical Arts School	471.50	
Adult Civic Education	627.50	
Worcester Evening Ind. School	12.60	
Smith-Hughes U. S. Gov. Fund	4,389.58	
George Barden Fund	475.00	
High School Tuition	14,693.68	
Elementary School Tuition	1,385.11	
Vocational School Tuition	14,554.42	
Cole Trade High School—Goods Sold ..	558.44	
Refunds	247.98	
Springfield Cooperative Distributive Occupations School	47.04	
Springfield Evening Distributive Occupations School	1.00	
Total		\$164,150.30
George Barden Fund— Balance, December 31, 1949		26.00
Total Receipts Returned to Town Treasurer		<u>\$164,124.30</u>

SCHOOL PERSONNEL — SALARIES AS OF JANUARY 1, 1950

	Salaries	Special Duties	Gross Salary
Bourgeois, William, Supt.	\$6,700.00	Out-of-state travel	\$6,900.00
Kyrios, Lewis, Director of Health and Safety	3,650.00	Phys. Ed. Dif.	200.00
		Athletics	150.00
Lacouture, Claude, Ind. Arts	3,285.00	Differential	4,000.00
Merenda, Peter, Guidance Dir.	3,350.00	Differential	3,485.00
Van Etten, Eleanor, Music Super.	3,700.00	Differential	3,550.00
Sweet, Paul, Instrumental Music	1,875.00		3,900.00
			1,875.00
Mary E. Wells High School			
Robertson, James M., Principal	5,200.00	(Even. School Incl.)	5,200.00
Aucoin, Pauline	3,213.33	Supply Room	3,413.33
Bartoli, Dorothy	3,285.00		3,285.00
Beauregard, Kathryn	3,613.33	Junior Play	50.00
		Athletics	100.00
Birtz, Claire J.	2,900.00		3,763.33
Brodeur, Rose	3,350.00		2,900.00
Coderre, Constance	3,253.33		3,350.00
Corbin, Luise	3,150.00		3,253.33
Desroches, Edward	1,800.00	Visual Aids	3,150.00
		Athletics	800.00
Duhart, Paul	2,400.00	Attendance Officer	2,800.00
		Athletics	200.00
			1,000.00
			3,600.00

Fitzgerald, Thecla	3,500.00	Grad. Exer.	100.00
		Sr. Play & C.&G.	100.00
Hefner, C. Estelle	3,220.00		
Howe, Persis	3,280.00		
Kyrios, Barbara	3,315.00		
Laakso, Eino	3,477.50	Athletics	400.00
Lane, Arthur	2,950.00	Athletics	200.00
LeClair, Cecile	3,513.33	Dean of Girls	200.00
McMahon, Harry J.	3,526.67	Fac. Dir. Ath.	335.00
		Athletics	400.00
Tait, Flora	3,500.00	Talent Show	50.00
Themistocles, Liberty	2,900.00	Athletics	200.00
Troy, Frances	3,300.00		
Varnam, Lindzay	3,120.00		
Wanerka, Elsie	2,800.00		
Welch, John	3,155.00		

Cole Trade High School

Benoit, Raymond L. W., Director	4,500.00	(Even. Sch. Incl.)	4,500.00
Andrews, Harold	3,558.34		3,558.34
Benson, John	3,548.34		3,548.34
Braman, George	3,577.50		3,577.50
Couture, Francis	3,518.92		3,518.92
Glondek, Walter	3,565.00		3,565.00
Hall, Ernest	500.00		500.00
Johnson, Nels	3,556.67		3,556.67
Julien, William	3,519.16		3,519.16
Lavallee, Emery	3,440.00		
		Supervisor	560.00
		Bldg. Maint. Officer	500.00
			4,500.00

Nickerson, William	3,540.00
Paul, William	3,585.40
Skinyon, Frank	3,640.00
Swenson, Lawrence	3,477.51
Remian, Eugene	2,400.00
Cognesi, Philip	2,000.00
Athletics	200.00
Fund. R. Acct.	100.00
Athletics	300.00

Charlton Street School

Racine, R. Joseph, Principal	3,600.00
Curtis, Elizabeth	3,350.00
Finnerty, Theodore	3,580.00
Golden, Helen	2,900.00
Gough, Irene	2,940.00
Howes, Gladys	3,270.00
Mahan, Ruth	3,010.00
Maynard, Josette	2,650.00
Saunders, Marie	3,010.00
Tarquinio, Florida	3,140.00
Thornton, Mary	2,800.00
Principal	325.00
Athletics	250.00
Athletics	100.00

Eastford Road School

Lataille, Raoul O., Principal	3,500.00
Callahan, Patricia	3,540.00
Campbell, Marjorie	3,200.00
Foley, Bertha	3,095.00
Principal	325.00
Athletics	250.00

Jenness, Ellwood	3,200.00	Athletics	200.00	3,400.00
Jodrey, Myrtle	3,150.00	.....	.....	3,150.00
Maxwell, Cathryn	2,900.00	.....	.....	2,900.00
McSweeney, Bridie	3,200.00	.....	.....	3,200.00
Morrill, Julia	3,046.67	.....	.....	3,046.67
Richardson, Ann	2,950.00	.....	.....	2,950.00
Serleto, Marie	2,247.50	.....	.....	2,247.50

Marcy Street School

L'Ecuver, Constance, Principal	3,540.00	Principal	225.00	3,765.00
Dintini, Camella	3,263.34	.....	.....	3,263.34
Dion, Alice W.	2,995.00	.....	.....	2,995.00
Henderson, Charlotte	3,100.00	.....	.....	3,100.00
Huson, Ruth	3,055.00	.....	.....	3,055.00
Nash, Malcolm	3,350.00	Athletics	250.00	3,600.00
Salviuolo, Eva	3,013.33	.....	.....	3,013.33
Sweet, Celestine	3,076.67	.....	.....	3,076.67
Wallace, Bertha	2,900.00	.....	.....	2,900.00
Steenburn, Louise	1,440.00	.....	.....	1,440.00

Mechanic Street School

Eddy, A. Kathleen	3,100.00	Teacher in Charge	50.00	3,350.00
Grape, Marjorie	2,800.00	Ktgn. Diff.	200.00	3,000.00
Kirk, Claire	2,900.00	Ktgn. Diff.	200.00	2,900.00

River Street School

Towse, Evangeline	3,045.00	Teacher in Charge	50.00
Beaudette, Francis	2,620.00	Spec. Class Dif.	200.00
Bisbee, A. Freda	2,970.00	Spec. Class Dif.	200.00
Reed, Clara M.	2,962.60	Spec. Class Dif.	200.00
			3,295.00
			3,070.00
			2,970.00
			3,162.50

West Street School

Boyer, Laurenda, Principal	3,102.50	Principal	275.00
Beaudreau, Corinne	3,100.00	Gym. Co-ord.	200.00
Casavant, Eva	3,552.50		
Holmes, Everett	3,240.00	Athletics	250.00
Randall, Edith	2,900.00		
Roberts, Emily	3,350.00		
Sampson, Ruth	2,900.00		
Sheriffs, Dorothy	2,800.00		
Small, Elinor	2,955.00		
			3,577.50
			3,100.00
			3,552.50
			3,490.00
			2,900.00
			3,350.00
			2,900.00
			2,800.00
			2,955.00

Coaches

Farland, John	1,100.00		
Carpentier, Nelson	300.00		
Theodoss, Joseph	200.00		
Darzen, John	200.00		
Themistocles, Vera	100.00		
			1,100.00
			300.00
			200.00
			200.00
			100.00

Nurse and Doctors

Pinsonneault, Edna, R.N.	2,750.00	.....	2,750.00
Langevin, William E., M.D.	1,500.00	.....	1,500.00
Eccleston, Adah, M.D.	350.00	.....	350.00

Janitors

L'Homme, Rodolph	2,600.00	.....	2,600.00
Favreau, Valmore	2,600.00	.....	2,800.00
Caron, Philias	2,600.00	.....	2,600.00
Alger, Frederick	2,600.00	.....	2,600.00
Moore, Joseph R.	2,600.00	.....	2,600.00
Leduc, Theophile	2,600.00	.....	2,600.00
Gaumont, Armand	1,500.00	.....	1,500.00
Tetreault, Eugene	1,500.00	.....	1,500.00
Craite, John B.	2,500.00	.....	2,500.00
Maintenance	200.00	.....

Secretaries

Hofstra, Elsie A., Supt's. Sec.	2,600.00	.....	2,600.00
Adams, Nora, High School Clerk	2,100.00	.....	2,100.00
Connolly, Margaret, Trade School Cl.	2,400.00	.....	2,400.00
Baybutt, Maureen, Trade Sch. Cl.	1,900.00	.....	1,900.00

Evening High School*

Kyrios, Barbara	3,315.00	.....	3,396.00
Favreau, Valmore	2,800.00	.....	2,910.00
Caron, Philias	2,600.00	.....	2,848.00
Jan.-Mar. 1949	81.00	.....
Jan.-Mar. 1949	110.00	.....
Jan.-Mar. 1949	248.00	.....

Elementary Evening School*

Callahan, Patricia	3,540.00	Jan.-Feb. 1949	48.00	3,588.00
Dintini, Camella	3,263.34	Jan.-Dec. 1949	246.00	3,509.34
L'Euyer, Constance	3,765.00	Jan.-Dec. 1949	410.00	4,175.00
Reed, Clara M.	3,162.50	Jan.-Feb. 1949	84.00	3,246.50
Sweet, Celestine	3,076.67	Jan.-Dec. 1949	162.00	3,238.67
Themistocles, Liberty	3,100.00	Jan.-Dec. 1949	369.00	3,469.00

Evening Vocational School*

Andrews, Harold	3,558.34	Jan.-Dec. 1949	132.00	3,690.34
Braman, George	3,577.50	Jan.-Dec. 1949	240.00	3,817.50
Couture, Francis	3,518.92	Jan.-Dec. 1949	90.00	3,608.92
Julien, William	3,519.16	Jan.-Dec. 1949	102.00	3,621.16
Nickerson, William	3,540.00	Jan.-Dec. 1949	138.00	3,678.00
Paul, William	3,585.84	Jan.-Dec. 1949	120.00	3,705.84
Skinyon, Frank	3,940.00	Jan.-Dec. 1949	186.00	4,126.00
Swenson, Lawrence	3,477.51	Jan.-Dec. 1949	120.00	3,597.51
Connolly, Margaret, Clerk	2,400.00	Jan.-Dec. 1949	90.00	2,490.00
Craite, John B., Janitor	2,500.00	Jan.-Dec. 1949	85.00	2,585.00

**The amounts disbursed for Evening High, Elementary Evening, Evening Vocational, are on a reimbursable basis from George - Barden (Federal) Funds and from State Department of Education Funds.

Summer Playgrounds

McMahon, Harry J., Director	4,261.67	July 11-Aug. 19	300.00	4,561.67
Beauregard, Kathryn	3,763.33	July 11-Aug. 19	195.00	3,958.33
Golden, Helen	2,900.00	July 11-Aug. 19	175.50	3,075.50
Howe, Persis	3,280.00	July 11-Aug. 19	195.00	3,475.00
Kyrios, Lewis	4,000.00	July 11-Aug. 19	195.00	4,195.00
Nickerson, William	3,540.00	July 11-Aug. 19	195.00	3,735.00
Themistocles, Liberty	3,469.00	July 11-Aug. 19	195.00	3,664.00
Welch, John	3,155.00	July 11-Aug. 19	195.00	3,350.00

REPORT OF THE SUPERINTENDENT OF SCHOOLS

To the Members of the Southbridge School Committee
and to the Citizens of the Town of Southbridge:

It is my pleasurable duty to submit herewith a fourth annual report, the sixty-fifth in the series of reports by the Superintendent of Schools.

This report, together with the reports of various department heads, will present a summary of the ever-expanding activities in the Southbridge Public Schools, despite in many instances almost insurmountable odds and difficulties to beset our every endeavor.

The sweep of events in the world of today has been reflected only too significantly in the very heart of the community and has not lessened the challenge meted out to our schools. Education must never be a mere contingency in the lives of our youth. The youth of today needs more than ever before to be equipped with those tools of learning and understanding, permeated with those principles of "human relations," that will enable them to furnish those unifying tendencies that will offset this cleavage in our world as well as in our community. It becomes a trite expression to say that "our children are the citizens of tomorrow," but the line of conduct they are in the process of developing will be patterned on the lives of the community leaders who "set the example." The citizens of the community can only become increasingly aware of the constant endeavor of our schools to develop loyalty to American ideals.

The process of Education will continue. It is not our purpose to strike only a pessimistic note. One needs convictions, but above all one needs to have the courage of those convictions—and we look to the future without fear or trepidation. Ours is a community service of the highest importance. We share with the parents the all-important task of "bringing up" their children: We are only doing different phases of the same "job." Such a task must inevitably be based on the utmost mutual understanding and respect. It will always require the utmost cooperation to carry out our bounden duty. It is to this "ideal of service" that our lives are dedicated. Our primary concern is the youth and the children of the community as each strives to become the meaningful individual citizen of tomorrow: They are your children.

Enrollment

The trend of increase in enrollment in the Public Schools has continued to create a greater impact on housing facilities, especially in the Elementary Schools. The enrollment in the

Public Schools, as of October 1st for the last three years is as follows:

	All Public Schools	Pub. Elem. Schools
1946	1853	1077
1947	1788	1091
1948	1800	1141

The enrollment figures in the Elementary Schools do not show a startling increase, but the following table should dispel any confusion in the minds of some people as to the actual size of the elementary school population in comparison to the number of classrooms available.

The enrollment in the Public Schools as of January 3, 1950, is as follows:

Grade	Charl- ton Street	Mech- anic Street	East- ford Road	Marcy Street	West Street	River Street	Tot.
Ktgn.		80					80
1A	27		30	39	26	17	139
1B	18		30				48
2A	26	22	23	40	41	12	164
2B			23				23
3A	22		26	34	42		124
3B			22				22
4	33		33	31	36		133
5A	23		35	33	40		131
5B	22						22
6	37		39	32	38		146
7	25		20	26	27		98
8	33		23	13	25		94
Man. Arts				19		25	44
Total	266	102	304	267	275	54	1268
Mary E. Wells High—Freshmen					138		
Sophomores					123		
Juniors					104		
Seniors					102		
Post-Graduates					3		470
Cole Trade High —Day					199		
Cooperative					85		284
							<hr/>
					Grand Total		2022

In considering the above table, several observations must be made. The shift in population from one school district to an-

other has in itself nullified our forecast following a survey made in 1946-47. Along with new housing, new families have taken up residence. Thus, **the enrollment in our Elementary Schools increased from October 1, 1949 to January 3, 1950, from 1141 to 1268.**

The facilities of our elementary schools are greatly over-taxed—

1. Charlton Street School is using every classroom. The need of one more room for a grade 2 has been met by the reopening of Mechanic Street School.
2. The Eastford Road School is still using its library and an activity room as classrooms.
3. The Marcy Street School, with only eight rooms, has lost a portion of its 2nd grade to Mechanic Street School. And, moreover the lower grades are greatly crowded.
4. The West Street School is not using its library for a classroom, but it must be noted that several grades are exceedingly overcrowded.

With the increase in enrollment throughout the autumn months, the Superintendent of Schools in December requested to be authorized to attempt a plan "of transfer to equalize the number of pupils in the various classrooms." A request was mailed to the parents of those children who could transfer from one school to another without creating any hardship on them or on the family, to permit their child or children to transfer. This request was made for transfers on a purely "voluntary basis" on the part of the parents. The response was negligible; very little relief was obtained. The situation points unmistakably to the need for more adequate housing to permit smaller classes in order that a teacher will have a "fighting chance" to do the job he or she is expected to do. We cannot cheat our children any longer.

The School Budget

The Town Meeting of March, 1949, voted the School Department the total amount of \$442,279.71, which was \$39,000 more than the original Estimate of Expenditures, approved by the School Committee on December 6, 1948.

The results were as follows:

	Salaries	All Other Expenses	Total
Original Request	\$336,862.31	\$66,417.40	\$403,279.71
Town Meeting Vote	\$375,862.31	\$66,417.40	\$442,279.71

This increase of \$39,000 was for a salary increase for Teachers, and it was obtained directly by them on a "substitute mo-

tion" on the Town Hall floor, following an appeal to the voters, based on the amount of New State Aid to be received by the Town of Southbridge by virtue of the Act of the State Legislature in June, 1948.

The actual expenditures for the year 1949 are as follows:

	School Budget	Actual Expenditures	Balance
Salaries	\$375,862.31	\$335,254.06	\$40,608.25
All Other Expenses	\$ 66,417.40	\$ 66,415.88	\$ 1.52

N. B. To the salaries balance must be added the Federal Funds in the amount of \$4,838.58, making a Salaries balance of \$45,446.83 or a **"balance on hand" December 31, 1949 of \$45,448.35, which will revert to the E. & D. Account of the Town.**

The Estimate of Expenditures for the fiscal year 1950 as approved by the School Committee on December 6, 1949, shows, therefore, the following **decreases:**

	1949	1950	Decrease
Salaries	\$375,862.31	\$351,337.82	\$24,524.49
All Other Expenses	\$66,417.40	\$ 65,475.00	\$ 1,042.40

The decrease in salaries is accounted for by the limits set by the School Committee to the "Salary Schedule" proposed by the Teacher's Association, one of which was the elimination of "Service Pay." The amount includes normal yearly increments. The amount of "All Other Expenses" takes into account a necessary but reasonable repair and maintenance program.

State Aid for Schools

It is now possible to talk of State Aid with tangible figures. It needs also to be pointed out that this "State Aid" is a "Redistribution of State Income Tax," based on a definite formula, received by the Town of Southbridge **on account of its day high and elementary schools and this state aid does not interfere in any way with reimbursements on account of the trade school.**

The actual "State Aid" received by the Town of Southbridge for the year 1949, was \$88,719.00 or over \$5,000 more than was originally forecast. Since the amount received in 1948 was only \$13,713.60, this is an **actual increase of \$75,005.40** for the Town of Southbridge, on account of schools.

Further legislation will be sought in 1951 to increase still more the amount of State Aid in order to make more tangible the "relief to the Taxpayer."

Tuition Rates

As is customary, the School Committee in December, 1949, set the per capita tuition rates, effective January 1, 1950, for the ensuing year. The tuition rate is determined according to a definite formula specified by the State Department of Education and based on the Actual Expenditures for Support, exclusive of general control and transportation for the School Year ending the previous June 30th. A comparison of tuition rates for the last four years points unmistakably to the tremendous rise in school costs:

	1947	1948	1949	1950
High School	\$135.00	\$145.00	\$179.00	\$213.06
Elementary School	\$110.00	\$120.00	\$141.00	\$161.36

Salary Schedule

By the Citizens' vote at the Town Meeting in March, 1949, the salaries account in the school budget was raised by \$39,000 for the purpose of granting the teachers a Salary Raise, according to a schedule developed by the Teachers' Association. The School Committee, after several meetings, voted to set the following maximums:

Non-Degree (60 pts.)	\$2,900
Non-Degree (90 pts.)	3,000
Bachelor's Degree (120 pts.)	3,200
Master's Degree (150 pts.)	3,500

The Trade School maximum salaries of \$3,440 and \$3,640, depending on requirements by the State Department remained unchanged by vote of the School Committee on December 6, 1949.

The total actual increase by the new schedule for teachers in the school system, as of June, 1949, amounted to \$19,894.29. The School Committee had further voted to make all salary increases effective September 1, 1949. Therefore there has been only **one-third** of the above amount disbursed for salaries in the fiscal year 1949. New teachers entering service in September, 1949, benefited by the new salary schedule. The Physical Education Department was greatly expanded and the increase in the salaries of coaches took a considerable sum.

The new salary schedule has been given some consideration for teaching as a profession and comes a step nearer to permitting teachers to maintain the standard of living that is expected of them, which necessarily includes "professional improvement" for which considerable disbursement must be made. There is much controversy as to "how much should a teacher be paid." It is a matter that can be settled arbitrarily by saying "that teachers should be paid only what the town can afford to pay

them" . . . Or should not teachers who are doing the same job in a town, as other teachers are doing in other cities or towns, receive the same salary, and not a salary of three to four hundred or more dollars less . . . Teaching is still a profession and it is a profession that needs to be given much more consideration in many, many respects. All we ask, and I repeat, is the "fighting chance" to do the job that you expect of us . . .

Transportation of Pupils

To the existing policy of providing transportation for pupils in grades one through four who live a distance of one mile or more from school, and for pupils in grades five through twelve who live one and one-half or more miles from school, the School Committee voted on September 19, 1949, to grant transportation to pupils in Kindergarten, or in a similar grade in the parochial schools, who live three-quarters of a mile from school.

Pupils given transportation as of January 1, 1950:

School Attended	Number Pupils	
Mary E. Wells High	31	
Marcy Street	76	
West Street	7	
River Street	6	
Cole Trade High	8	
Eastford Road	30	
Charlton Street	13	
Mechanic Street	9	
Kindergarten	39	
Total Public Schools	219	219
Notre Dame	129	
St. Mary's	31	
Sacred Heart	26	
Total Parochial Schools	186	186
Total Public and Parochial Schools		405
The School Department spent for Transportation during the year 1949, the sum of \$15,284.89 as follows:		
School Busses (Lepain) [Including 2 Worcester		
Street Railway busses sublet by Mr. LePain		
besides 3 busses of his own]	\$13,610.10	
Taxi and Small Car (Bourdelaïs)	1,575.74	
Taxi (Veteran's Taxi)	82.55	
Total	\$15,284.89	

A sub-committee of the School Committee has conducted a survey, the results of which are to propose that the Town of Southbridge purchase and operate its own busses at a figure considerably less than the above. Much more study must be given to the problem.

Expansion of Pupil Services

It has been gratifying this past year to have had many of our plans and projects materialize. Pupil services denote those facilities that are an amelioration to the curriculum, as well as those activities which are often called extra-curricular.

1. The establishment of Kindergartens which were finally opened in September, 1949, has won approval from all quarters. There are presently 80 youngsters in 4 sessions who are being initiated to the rudiments of schooling. As facilities are developed we will have reason to be all the more proud of our Kindergartens.
2. The re-establishment of Guidance on a full-time basis has filled a long-felt want. That is a service which is essential to a modern school department. The Guidance Director's report is worthy of a great deal of study.
3. The program of Health and Safety and Physical Education in the Elementary Schools became very popular from the start. Many phases are yet to be developed but the after-school activities in Physical Education has already begun to develop that idea of good sportsmanship of which we need so much in the world today. The Director's report is worthy of note.
4. The Audio-Visual Education program has made a step forward with the addition of a Director on at least a half-time basis. In spite of a long process of reorganization, an appropriate program is being developed. And as equipment is made available to that department, a program worthy of the needs and interests of our school population in all grade levels, will be a reality. Our endeavors will be limited also for lack of time in the present set-up.

By contrast to the expansion of services noted above, it was unfortunate for the school system to lose its **elementary supervisor**. The several phases of the job have been taken up as facilities permit. One of the phases is **testing**. It has been possible to meet our needs: One of the principal needs of tests is for **Grade Placement** for those pupils who enter our elementary schools from out of Town or by transfer from another school in Town.

It must be pointed out that a test, whether to determine **achievement** or **mental ability**, gives a good indication of what a pupil has done or what a pupil can do. Of course they are not infallible: There is always the "margin of probable error," but they are nevertheless an indication for the principal and the teacher of what we can expect from a pupil.

From September to December, 1949, the following tests were very ably administered by Mrs. Evangeline Towse, Special Class Teacher.

Mental Ability Tests	
Individual	58
Group	220
Achievement Tests	141
<hr/>	
Total	419

An individual test report has been made in duplicate and a copy has been placed in the Cumulative Record Card of the respective pupil.

The few considerations made above are only an insight into the vast field of educational administration—only an observation on a few topics of prime importance concerning our schools. All problems cannot be even outlined in these few pages of a Town Report. It will be only when all interested parents and patrons, individuals or groups, face squarely the problems with which we are confronted that we will arrive at a solution on a basis of mutual respect and confidence.

In conclusion I wish to express my sincere appreciation to the entire personnel of the School Department for their loyalty and cooperation, as well as for their conscientious and efficient work during this past year.

To the Citizens of Southbridge I give my heartfelt thanks for their constructive criticism and for their cooperation and assistance in meeting and solving the many problems of the school year.

We are equally indebted to the officers of the other town departments who have always been willing to help us by pooling their respective facilities.

Respectfully submitted,
WILLIAM L. BOURGEOIS,
Superintendent of Schools.

STATISTICAL REPORT

Throughout this report, the year relative to attendance extends from September, 1948, to July, 1949. The year relative to expenditures extends from January 1, 1949, to January 1, 1950.

I.—School Buildings (Including Cole Trade H. S.)—1949

No. Buildings Occupied	7	No. Buildings Unoccupied	0
No. Classrooms Occupied	84	No. Classrooms Unoccupied	0

II.—Teachers (Including Cole Trade High School)

Number Men Teachers	34	Number Women Teachers	57
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III.—Pupils

Number of children in Town October 1, as reported by the census enumerator:

Between the ages of 5 and 7	585
Between the ages of 7 and 14	1,664
Between the ages of 14 and 16	399

Total persons between ages of 5 and 16	2,648
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Total Enrollment PUBLIC SCHOOLS	1948	1949
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From September to June	1,574	1,681
Number between 5 and 7	169	211
Number between 7 and 14	860	913
Number between 14 and 16	313	307
Number over 16 years of age	232	250
Average membership	1,299	1,601
Average daily attendance	1,462	1,520

Total enrollment NOTRE DAME

From September to June	648	643
Number between 5 and 7	147	164
Number between 7 and 14	428	411
Number between 14 and 16	57	56
Number over 16 years of age	16	12
Average membership	658	630
Average daily attendance	608	600

Total Enrollment STE. JEANNE D'ARC

From September to June	331	318
Number between 5 and 7	83	114
Number between 7 and 14	229	190
Number between 14 and 16	18	14
Number over 16 years of age	1	0
Average membership	318	310
Average daily attendance	313	294

Total Enrollment ST. MARY'S

From September to June	218	221
Number between 5 and 7	34	24
Number between 7 and 14	155	161
Number between 14 and 16	23	25
Number over 16 years of age	6	11
Average membership	220	219
Average daily attendance	210	207

Total Enrollment COLE TRADE HIGH SCHOOL (Day)

From September to June	145	199
Number between 14 and 16	78	94
Number over 16 years of age	67	105
Average membership	132	141
Average daily attendance	124	132

Total Enrollment COLE TRADE HIGH COOPERATIVE SCHOOL

From September to June	90	69
Number over 16 years of age	90	69
Average membership	55	50
Average daily attendance	52	48

STATISTICS FROM SCHOOL REGISTERS

School Year Ending July 1, 1949

	Boys	Girls	Tot.	Tot. Mem.	Aver. Daily Att.	Aver. Mem.	P. C. of Att.
M. E. Wells H. S.							
	198	280	478	472	431.55	450.82	95.33
Charlton St.							
Grade 8	16	17	33	33	31.24	31.83	98.16
Grade 7b	10	13	23	23	19.99	20.68	96.94
Grade 7a	9	14	23	23	21.08	21.61	97.57
Grade 6	15	17	32	32	29.48	30.28	97.35
Grade 5b	11	7	18	18	15.78	16.26	96.48
Grade 5a	23	17	40	40	25.98	26.66	97.44
Grade 4b	13	10	23	23	21.02	21.53	99.61
Grade 4a	11	11	22	25	23.05	23.80	96.86
Grade 3	21	15	36	37	33.86	34.91	96.99
Grade 2	9	16	25	25	22.69	24.06	95.50
Grade 1	24	22	46	34	31.68	33.41	93.05
Total	162	159	321	313	275.85	285.03	96.90**

**An Average

Statistics from School Registers (Continued)

	Boys	Girls	Tot.	Tot. Mem.	Aver. Daily Att.	Aver. Mem.	P. C. of Att.
Eastford Rd.							
Grade 8	15	11	26	26	20.91	21.76	96.14
Grade 7	12	16	28	28	26.26	27.10	96.80
Grade 6	9	13	22	22	21.25	21.96	96.75
Grade 5	18	15	33	36	32.90	34.57	95.18
Grade 4	17	20	37	38	32.31	34.70	93.12
Grade 3	17	17	34	35	31.93	33.86	94.32
Grade 2b	12	12	24	24	20.97	22.97	91.27
Grade 2a	14	9	23	24	21.45	23.03	93.13
Grade 1	22	23	45	43	23.43	25.99	90.13
Total	136	136	272	276	231.41	245.94	94.09**
Marcy St.							
Grade 8	7	13	20	25	20.57	21.48	95.76
Grade 7	9	9	18	18	17.17	18.00	95.43
Grade 6	15	17	32	32	29.54	30.40	97.17
Grade 5	23	11	34	36	27.64	28.77	94.15
Grade 4	9	12	21	23	21.06	22.31	96.84
Grade 3	22	14	37	37	31.37	33.32	94.45
Grade 2	19	14	33	35	30.24	34.58	92.28
Grade 1	28	22	50	53	32.98	35.58	92.69
Total	132	112	245	259	210.57	224.44	94.84**
West St.							
Grade 8	7	16	23	23	21.41	22.41	95.53
Grade 7	12	11	23	23	22.20	22.99	96.09
Grade 6b	10	13	23	24	22.24	23.30	95.47
Grade 6a	12	12	24	23	20.15	21.15	95.30
Grade 5	22	17	39	40	38.20	39.48	96.75
Grade 4	19	19	38	39	36.27	37.48	96.77
Grade 3	18	20	38	37	35.21	36.97	95.35
Grade 2	18	16	34	35	31.50	33.97	92.73
Grade 1	18	14	32	35	31.38	34.21	91.77
Total	136	138	274	279	258.56	271.96	95.08**
River St.							
Grades 1 & 2	21	11	32	30	27.64	29.74	93.11
Special Class	13		13	13	8.24	8.90	92.48
Ungraded	7	13	20	21	10.61	11.12	95.42
Ungraded	11		11	12	9.20	9.70	94.82
Total	52	24	76	76	55.69	59.46	93.95**
Marcy St.							
Manual Arts	19		19	25	15.85	17.71	89.54

**An Average

ENROLLMENT BY AGE AND GRADE
September 1948—June 1949 (Girls)

Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Tot.
I	35	57	2														94
II		14	48	3		2											67
III			18	32	8	4	2										64
IV				19	35	9	4	4									71
V					20	26	12	7	1	1							67
VI						21	26	12	8	1	2						70
VII							12	23	13	10	5						63
VIII								12	25	13	4						54
IX									18	37	18	5					78
X										17	42	13					72
XI											18	37	7	1	1		64
XII												9	36	11	6		62
Mary E. Wells P. G.															2	1	3
River St.																	
Ungraded			1		1	1	1	2	3	3	2						14
Total	35	71	69	54	64	63	57	60	68	82	91	64	43	14	8		843

ENROLLMENT BY AGE AND GRADE
September 1948—June 1949 (Boys)

Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Tot.
I	23	66	10	1													100
II		20	51	9	2	1											83
III			12	35	25	3	1	1									77
IV				7	27	20	9	6									69
V					13	55	11	12	4	3							98
VI						7	21	15	13	4	1						61
VII							1	9	18	15	8	1					52
VIII									6	20	7	9	2	1			45
IX										11	26	13	5	1			56
X										2	10	22	8	2			44
XI												5	25	10	1		41
XII													1	13	28	9	54
Marcy St. M. A.										2	10	5	2				19
Mary E. Wells P. G.														1		1	3
Mary E. Wells Specials																1	2
River St. Ungraded						2	4	2	6	6	7	3					30
Total	23	86	73	52	67	89	55	60	73	74	64	58	43	10	4	3	834

CHANGE OF TEACHERS

Separations

January—Resigned—Marjorie Nichols.....	Elementary School Supervisor
February—Resigned—Dorothy Locke.....	Charlton St. School
June—Retired—Mabel Chamberlain.....	Marcy St. School
June—Resigned—Alice Sullivan.....	Charlton St. School
August—Resigned—Mario Pellegrini.....	Cole Trade High School
August—Resigned—William V. Delaney.....	Cole Tr. H. School
August—Separation—Robert B. Phipps.....	Director of Guidance
August—Separation—Clark H. Morrell.....	Director, Cole Trade High School
August—Separation—M. Elsie Hachey.....	Marcy St. School
August—Separation—Robert B. Wilkie.....	Marcy St. School
September—Leave of Absence—Clara M. Reed	River St. School
October—Resigned—Leo Grenier	Cole Tr. High School

Appointments

March—Claire A. Kirk	Charlton St. School
September—Paul A. Duhart	Mary E. Wells High School
September—A. Kathleen Eddy	Mechanic St. School
September—Marjorie Grape	Mechanic St. School
September—Alice Wixted Dion*.....	Marcy St. School
September—Edward Desroches.....	Mary E. Wells High School
September—Marie Louise Serleto.....	Eastford Rd. School
September—Eugene Remian†.....	Cole Tr. High School
September—Peter F. Merenda.....	Director of Guidance
October—Raymond Benoit.....	Director, Cole Tr. High School

*Termination of Leave of Absence.

†Substitute Teacher.

CORPS OF TEACHERS

January 1, 1950

(The name, date of appointment, position held and training for position, appear in that order.)

(Code letters and characters denote the following: (a) Bachelor's Degree; (b) Master's Degree; (c) Graduate Work; (d) Eight Years' Trade Experience; *On Leave of Absence.)

William L. Bourgeois, A.B., M.A.; 1946; Superintendent; Assumption College (a), Boston College Graduate School (b), Harvard (c), University of Paris, France (c), University of Connecticut (c).

Peter F. Merenda, B.S., M.Ed.; 1949; Director of Guidance and Placement; Tufts College (a), Tufts College Graduate School (b), Harvard Graduate School of Education (c).

Lewis A. Kyrios, A.B., M.A.; 1938; Director of Health and Physical Education, Athletic Director in Elementary Schools; Tufts College (a) (b), Boston University (c), University of Connecticut (c).

Claude D. Lacouture, B.S., Ed.; 1948; Industrial Arts; Fitchburg Teachers College (a).

Eleanor S. Van Etten, A.B., B. Music; 1947; Music Supervisor; Wells College (a), New York U. (c), Schola Cantorum, Paris (c), Surette School (c), Christiansen School (c), Diller Quaile School (c).

Constance M. L'Ecuyer, B.S.Ed., M.A.; 1940; Director of Americanization; Fitchburg Teachers College (a), B. U. (b), Boston Nursery School, Wellesley College Kindergarten, Worcester Teachers College, Columbia University, Hyannis T. C. (c), Extension Courses (c).

Edward Desroches, A.B.; 1949; Audio-Visual Aids Director; Clark (a).

Elsie A. Hofstra; 1933; Secretary to Superintendent; Becker's Business College.

Mary E. Wells High School

James M. Robertson, B.S., M.Ed.; 1937; Principal; Boston University (a) (b) (c), Harvard (c), Mass. Extension Service (c), Rhode Island College of Education (c).

Nora B. Adams; 1947; Secretary to Principal; Mary E. Wells High School.

Pauline M. Aucoin, B.S.; 1921; Commercial, Treasurer of Student Activities Funds; Boston University (a) (c).

Dorothy L. Bartoli, B.S., Ed.; 1935; English; Worcester T. C. (a), Clark (c).

Kathryn Beauregard, A.B., M.A.; 1922; French, Spanish; Middlebury (a) (b), Boston University (c).

Claire Birtz; 1937; Art; Worcester School of Art, Boston University.

Rose Brodeur, B.S.; 1939; French, Social Studies, Dramatic Club; Boston University (a) (c), N. Y. University (c), Middlebury (c).

Constance Coderre, B.S.; 1929; Commercial, Student Council; Simmons (a), Boston University (c), Columbia (c).

Luise B. Corbin; 1923; Home Economics, Junior Red Cross; Fitchburg T. C., Wheaton, Simmons.

Edward Desroches, A.B.; 1949; Audio-Visual Aids Director, Biology, Coach; Clark (a).

Paul A. Duhart, B.S.Ed.; 1949; Salesmanship, Civics, Law, Coach; Boston University (a).

Thecla Fitzgerald, A.B., M.Ed.; 1926; English, Crimson and Gray; Radcliffe (a), Boston University (b).

C. Estelle Hefner, Ph.B.; 1933; Latin; Brown University (a), Boston University (c).

Persis F. Howe, B.S.Ed.; 1930; Commercial, Crimson and Gray Business Adviser; Salem T. C. (a), Columbia (c), Clark (c).

Barbara H. Kyrios, B.S.Ed.; 1940, Home Economics; Framingham T. C. (a), Fitchburg T. C. (c), Lesley College.

Eino Laakso, A.B., M.A.; 1945; Algebra, Math., Chemistry, Coach; Clark (a) (b), Boston University (c).

Arthur D. Lane, B.S.Ed., M.Ed., M.A.; 1948; Social Studies, Coach, Fitchburg T. C. (a) (b), Clark (c).

Cecile P. LeClair, B.S.Ed., M.A.; 1936; English, Dean of Girls; Worcester T. C. (a), Columbia (b) (c).

Harry J. McMahon, Ph.B., M.Ed.; 1926; Chemistry, Physics, Director of Athletics in High School; Holy Cross (a), Boston University (b), Harvard (c).

Flora Tait, B.S.Ed., M.A.; 1939; English, Talent Show; Framingham T. C. (a), Boston University (b), Cornell (c), Queen's University, Canada (c).

Libby J. Themistocles, A.B.; 1946; English, History, Science, Coach; Emmanuel (a), Columbia (c), Harvard (c).

Frances Troy, B.S.Ed.; 1927; Commercial; Salem T. C. (a), Boston University (c).

Lindzay Varnam, B.S.; 1943; Geometry, Algebra; Colby (a), Boston University (c).

Elsie Wanerka, B.S.Ed.; 1945; Commercial; Salem T. C. (a).

John E. Welch, B.S.; 1948; Mathematics, Science, Coach; Holy Cross (a), Boston University (c), Harvard (c).

Cole Trade High School

Raymond L. W. Benoit, B.S. in Engineering, M.Ed.; 1949; Director; Northeastern University (a), Springfield College (b), Harvard (c), Yale (c).

Margaret R. Connolly; 1922; Secretary to Director; N. E. School of Secretarial Science, Columbia, U. of Maine.

Maureen A. Baybutt; 1946; Clerk; Feener Business School, University of Maine.

Harold A. Andrews; 1941; Painting and Decorating (d); Worcester Boys' Trade, Wentworth Institute; Fitchburg T. C.

John L. Benson; 1942; Drafting (d); Northeastern U., Fitchburg T. C.

George H. Braman; 1938; Mathematics and Trade Drawing (d); Northeastern U., Fitchburg T. C.

Francis E. Couture; 1945; Electrical (d); Worcester Boys' Trade, University Extension, W. P. I.

Walter J. Glondek; 1938; Applied Science, Physics; Cole Trade, Fitchburg T. C., Clark, Worcester Junior College.

Ernest Hall; 1926; Industrial Printing (d); Southbridge H. S.

Nels H. Johnson; 1937; Cooperative Machine Shop (d); General Electric at Lynn, Fitchburg T. C., Northeastern.

William A. Julien, A.B.; 1945; Mathematics, History, Economics; Manhattan College (a), Columbia (c), Boston University (c).

Emery A. Lavallee; 1926; Guidance and Supervision, Building Maintenance Officer; Fitchburg T. C., Southbridge Industrial, M. E. Wells High, Draftsman (d), W. P. I.

William Nickerson; 1941; General Vocational, Wood Cabinet-making (d); Norwich University, Fitchburg T. C.

William Paul; 1942; General Vocational, Machine; Lowell Institute, Fitchburg, T. C.

Eugene J. Remian, B.S.Ed.; 1949; Academic Instructor; Holy Cross College (a), Boston University (c).

Frank P. Skinyon, B.S.Ed.; 1934; Cabinet, Pattern-making (d); Fitchburg T. C. (a), Boston University (c).

Lawrence Swenson; 1932; Related Science and Mathematics; Wentworth Institute, Fitchburg T. C., Boston University, Machinist (d), Drafting (d).

Charlton Street School

R. Joseph Racine, A.B., M.Ed.; 1944; Principal, Physical Ed.; Assumption College (a), Boston University (b), Clark University (c), Springfield College (c), Northeastern University (c), Oxford University (c), Harvard University (c).

Elizabeth Curtis, A.B., B.S. in Ed.; 1944; Grade 4; Boston University (a), Salem T. C. (a), Harvard University (c).

T. Thomas Finnerty, A.B., M.A.; 1948; Grade 6, Departmental English; Boston College (a), Boston College Graduate School (b), Boston University School of Education (c), University Extension (c), Harvard University (c).

Helen Golden; 1948; Grade 3; Our Lady of the Elms, Hyannis Summer School.

Irene V. Gough; 1914; Departmental Social Studies, Music; Worcester Domestic Science, University Extension.

Gladys W. Howes, B.S.Ed.; 1948; Grade 1; Washington State Normal, Farmington State T. C., Colby College, Wittenberg College, Springfield, O., University of Maine (a), Boston University (c).

Ruth Mahan; 1948; Grade 1; Worcester State T. C., Columbia University.

Josette A. Maynard; 1948; Grade 5b; College of Our Lady of the Elms (a).

Marie J. Saunders; 1924; Departmental Arithmetic, Art, Science; Teachers College West Chester, Pa., Extension Courses, B. U. Extension Courses, Worcester State T. C., B. U. Summer School.

Florida Tarquinio, B.S.Ed.; 1942; Grade 5a, Worcester State T. C. (a), Clark U. (c).

Mary V. Thornton; 1948; Grade 2; Hyannis State T. C. (a), Boston University School of Ed. (c).

Eastford Road School

Raoul O. Lataille, A.B., M.Ed.; 1939; Principal, Coach; Assumption (a); Boston University (b).

Patricia P. Callahan, B.S.Ed., M.Ed.; 1939; Departmental Social Studies, Grades 6, 7 and 8, Science, Grades 7 and 8; Westfield T. C. (a), Fitchburg T. C. (b); University Extension Courses.

Marjorie F. Campbell, B.S.Ed.; 1933; Departmental English, Literature, Spelling; Bridgewater T. C. (a), Simmons, Columbia, Harvard, B. U. (c).

Bertha E. Foley; 1912; Grade 2; Worcester T. C., University Extension Courses.

Ellwood S. Jenness, B.S.; 1948; Grade 5 Departmental Music; Bridgewater T. C. (a), Boston University (c).

Myrtle B. Jodrey; 1944; Departmental Math. Grades 6, 7, 8, Science Grade 6, Math. Grade 5, Art Grades 6, 7, 8; Fitchburg T. C., University Extension Courses.

Cathryn E. Maxwell; 1945; Grade 1; Lowell T. C.

Bridie F. McSweeney, B.S.Ed.; 1945; Grade 4; Willimantic T. C. (a).

Julia C. Morrill; 1914; Grade 3; St. Joseph's Normal, University Extension Courses.

Ann I. Richardson, B.Ed.; 1948; Grade 3; Plymouth T. C. (a).

Marie E. Serleto; 1949; Grade 1; Lesley College, Hyannis T. C.

Marcy Street School

Constance M. L'Ecuyer, B.S.Ed.; M.A.; 1940; Principal, English; Fitchburg T. C. (a), Boston University (b), Boston Nursery School, Wellesley College Kindergarten, Worcester T. C., Columbia University, Extension Courses (c), Hyannis T. C. (c).

Camella Dintini, B.S.Ed.; 1940; Grade 4; Worcester T. C. (a), Clark (c), Harvard (c), University Extension Courses (c).

Alice Wixted Dion; 1926; Grade 5; North Adams T. C., Hyannis T. C., Boston University, Extension Courses.

Charlotte M. Henderson, B.A. in Ed.; 1944; Grade 2; Keene T. C. (a).

Ruth Huson; 1945; Grade 3; Maine State Normal, Hyannis T. C., Boston University, Gorham T. C., Worcester T. C.

Malcolm Nash, B.S.Ed.; 1948, Departmental Reading, Grade 6, Science Grades 6, 7, 8, Coach; Bridgewater T. C. (a), Boston University (c).

Eva Salviuolo, B.S.Ed.; 1943; Grade 1; Worcester T. C.

Celestine C. Sweet; 1932; Departmental Social Studies, Music Grades 6, 7, 8, and Literature Grade 7; Our Lady of the Elms College, Hyannis T. C., Worcester T. C., Boston University, Extension Courses.

Bertha L. Wallace; 1922; Departmental Mathematics Grade 6, 7, 8, Literature, Art Grade 8; Hyannis T. C., Boston University Extension Courses.

Mechanic Street School

R. Joseph Racine; 1944; Principal; Assumption College (a), Boston University (b), Clark University (c), Springfield College (c), Northeastern U. (c), Oxford University (c) Harvard University (c).

A. Kathleen Eddy, B.E.; 1949; Kindergarten; New Britain T. C. (a).

Marjorie H. Grape; 1949; Kindergarten; Wheelock, Hyannis Normal, Northfield Seminary, Babson Institute.

Claire A. Kirk; 1949; Grade 2; Bridgewater Normal.

River Street School

Laurenda A. Boyer; 1926; Principal in charge of Grades 1 and 2, in charge of maintenance at River Street School; Boston University, Worcester T. C., University Extension Courses.

Francis A. Beaudette, B.S.; 1948; Industrial Arts, Mathematics, Science, Physical Education; Fitchburg T. C. (a).

Freda A. Bisbee; 1947; Grades 1 and 2; Lesley College, Boston Teachers College, Worcester T. C.

Clara M. Reed*; 1918; Social Studies, Crafts, Sewing, Music; Westfield T. C., Worcester Girls' Trade, University Extension, Boston University, Harvard Extension, Worcester T. C.

Evangeline R. Towse, B.S.Ed.; 1948; Social Studies, Reading, English, Spelling, Crafts, Domestic Science; Boston University (a); Salem T. C., Hyannis T. C., University Extension, Boston University (c).

West Street School

Laurenda A. Boyer; 1926; Principal, Remedial Reading; Boston University, Worcester T. C., University Extension Courses.

Corinne E. Beaudreau; 1924; Grade 1; University Extension Courses.

Eva A. Casavant, B.S., M.A.; 1933; Departmental Social Studies, Music Grades 6, 7, 8; Worcester T. C. (a), Clark University (b).

Everett H. Holmes, A.B.; 1945; Departmental English, Literature, Spelling Grades 6, 7, 8, Coach; Colby College (a), Boston University (c), Harvard (c), University Extension Courses.

Edith M. Randall; 1920; Grade 2; University Extension Courses.

Emily Roberts, B.S.Ed.; 1944; Grade 4; Worcester T. C., Hyannis T. C. (a), Clark University (c), University of N. H. (c).

Ruth Sampson; 1930; Grade 5; Westfield T. C., University Extension Courses.

Dorothy M. Sheriffs; 1945; Grade 3; Westfield T. C.

Elinor H. Small, A.B.; 1945; Departmental Mathematics, Science, Grades 6, 7, 8, Art Grades 6, 7; Brown University (a), University Extension Courses.

Janitors

Name	App't.	School
Frederick P. Alger	1947	West Street School
Philias Caron	1945	Mary E. Wells High School
John B. Craite	1946	Cole Trade High School
Valmore Favreau	1947	Mary E. Wells High School
Armand Gaumond	1942	Mechanic Street School
Theophile Leduc	1943	Charlton Street School
Rodolph L'Homme	1935	Marcy Street School
Joseph Moore	1941	Eastford Road School
Eugene Tetreault	1949	River Street School

REPORT OF THE PRINCIPAL OF MARY E. WELLS HIGH SCHOOL

To the Superintendent of Schools:

In accordance with your request, my thirteenth annual report as Principal of the Mary E. Wells High School is hereby submitted.

The enrollment for the year 1949-1950 is divided as follows: Seniors—99, Juniors—104, Sophomores—122, Freshmen—139, Veterans and Specials working for diplomas—3, Post-Graduates—2, making a total of 469 pupils.

PROGRAM OF STUDIES

Diplomas are granted upon completion of three different courses; namely: Academic, Commercial and Social Arts.

One hundred and eighteen pupils were graduated on June 22, 1949, and their names and courses completed by them are included in this report, for the information of interested citizens.

Class of 1949—Academic

*Phyllis Ina Agard	*Ann Marie Flynn
*Marjorie Sybil Anderson	*Jacqueline Gaucher
*Mary Elizabeth Bachand	*Roberta Ethel Gibb
Stuart Leroy Barr	*Arlene Joyce Goodwin
*Norma Winifred Beck	*Joan Miriam Hill
*Alden Holden Bennett	Sally Ann Jackson
*Richard Kent Blair	*Donald Raymond Julian
Mary Irene Boudreau	*Warren Emerson Kingsbury
*Pauline Ann Bouvier	*Nancy Anne Knight
*Russell Ovide Briere	*Robert Philbert LaFleche
*Ruth Ardell Butterworth	*Florence Marie LaReau
Philias Caron, Jr.	*Nita Noella LaRochelle
*William Joseph Coderre	Roland John Lavallee, Jr.
*Robert Byron Craig	*Ernest Emile LeBoeuf
Nancy Joan Deignan	Vivianne Lucille Lippe
*Vincent Eustachio DelVecchio	Jacqueline Lewis Lucier
Jane Louise Demers	Ralph Joseph Marcelli
Leo Edward Desaulniers	*Josephine Ann McKinstry
*Harry Donald Desrosiers	*Pauline Exena Metras

*Irene Montigny
 *Anthony Robert Orsini
 *Steve Charles Pappas
 *Alice Helen Paulhus
 †Norman Leo Paulhus
 *Prudence Pauline Peloquin
 *Beverly Doris Prahm
 *Shirley Lois Prahm
 *Marilynne Dorothy Sheriffs

*Marcia Chilson Small
 *Norman Richard St. Martin
 *Pauline Lucille St. Onge
 Lucy Ann Suprenant
 Norman Adelard Tetreault
 *Lucille Jeanne Trudeau
 *David Lindzay Varnam
 *Cynthia Jane Wescott

Commercial

*Caroline Helen Allard
 *Phyllis Mary Ann Badorek
 *Roger William Beaudry
 *Yvette Rita Boudreau
 Helen Victoria Checka
 *Aphrodite Helen Costa
 *Edward William Dziura
 *Robert Ellis Freeland
 *Pauline Anita Gregoire
 Maureen Joy Heaton
 *Phyllis Winifred Horne
 *Constance Edna Jacob
 Carolyn Sybil Lawrence
 *Edward Jeffery Leduc
 *Pauline Elise Martin

*Joyce Wilmar O'Claire
 *Dorothy Theresa Osowski
 *Claire Phyllis Peloquin
 *Margaret Ann Prince
 Barbara Merle Richards
 †Milton Edward Ross
 *Sally Camilla Rymarz
 *Barbara Mary Saint Martin
 *Florence Nancy Swiatek
 *Barbara Evelyn Swirbliss
 *Emily Theodoss
 *Regina Helen Travinski
 *Jeanne Yvonne Tremblay
 *Nancy Louise Tremblay
 Stephen Thomas Ziu

Social Arts

Olympia Apostola
 Theodore Peter Athanas
 Emilio John Bartoli
 Donato David Bernadone
 Donald Edward Boiteau
 Barbara Irene Boksa
 James Willard Brackett
 Albert Rudolph Brouillette
 Henry Bushe
 Flora Barclay Caves
 Gordon Edward Chamberlin
 *Robert Stephen Cuikay
 Richard Edgar Desmarais
 James DiFederico
 Laurence Everett Harwood
 †Donald Walter Johnson

Edward John Kornasky
 George Bedford Lawrence
 Priscilla Jeannette LeBlanc
 *Robert Edwin Lundstrom
 *William Genereux Lusignan
 Dora Marko
 Ralph Victor Miller, Jr.
 Richard Brown Morse
 Walter Joseph Pontbriand
 Donald Roy Provost
 *Richard Xavier Richer
 *George Rutcho
 Ian Soutar
 William Devlin Spinney
 Robert Hamilton Stewart
 Louis Harry Theodoss
 Warren Ralph Thompson

*General average of 80% or above for four years.

†Veterans of World War II.

‡Veterans having an average of 80% or above.

The Commercial Cooperative program was dropped from the curriculum during the past year. Changing economic conditions were responsible for the elimination of this program.

The Inter-School program is being revised at the present time. All boys taking a vocational or trade course in this program will be eligible for all high school athletic teams.

The Guidance Department has been restored to a full-time basis with a Dean of Girls and with a Veterans' Adviser aiding the Director of Guidance in his program.

Two new courses were added during the year; namely, a Human Relations course under the direction of the Dean of Girls, and a Health and Safety program under the direction of Mr. Lewis Kyrios. The Health and Safety program is described in detail in Mr. Kyrios' report on Health and Safety.

The Human Relations course endeavors to prepare high school freshmen for healthful growth in living and adjusting to others. Through a series of planned discussions and assignments, it fosters a sound understanding of how to meet personal and behavior problems and thus leads the student to a better insight into his own actions and into personality development generally.

A third new course is contemplated in the near future to meet the new State law which requires the teaching of local and State government.

The Mary E. Wells High School Band has continued to function under the sponsorship of the local Rotary Club and has performed at many special occasions both in and out of town. The band is very ably directed by Mr. Paul Sweet.

There are several recommendations that I would like to make at this time:

1. That a new six-year high school be erected. Such a procedure would eliminate the overhead of two central plants, in that one principal, one set of janitors, and one faculty would take care of the education of the young people from the seventh grade through the twelfth grade. Such a system would help the adolescent child to make the transition from the lower grades into the upper easier and would allow department heads to correlate their work schedule in a more satisfactory manner. Many of our leading educators of today are pointing out the fact that the Junior High School system is responsible for too much of a break in the continuous school growth of the child, and are recommending strongly the six-year high school plan.

2. That a library be started, and a teacher-librarian be appointed.
3. That lockers be installed to take care of pupils' personal belongings, coats, rubbers, etc.
4. That rooms be provided for sick pupils and larger nurse's quarters be installed.
5. That the Household Arts Department be renovated and modern equipment installed as soon as purchase of same is feasible.
6. That new seating equipment for the Assembly Hall be provided.
7. That a course in Driver Education be set up under the supervision of the State Department of Education and the Massachusetts Department of Safety.
8. That a men's teachers' room be set up and proper furniture provided for the room.
9. That the high school principal's office be remodelled to allow for a central office, a private office for the Principal, and an office for the Dean of Girls, with a private conference room.

I wish to express my appreciation to the townspeople for their continued efforts in behalf of the Mary E. Wells High School, and I extend my thanks to the School Department for their support.

Respectfully submitted,

JAMES M. ROBERTSON, Principal,
Mary E. Wells High School.

REPORT OF THE FACULTY DIRECTOR OF ATHLETICS IN MARY E. WELLS HIGH SCHOOL

To the Superintendent of Schools:

Immediately after the opening of school, the sports program of the Athletic Association gets under way.

The football and cross-country schedules run concurrently through the fall season. However, the football season lasts about twelve weeks, finishing on Thanksgiving Day, whereas the cross-country season is usually terminated on Armistice Day.

During the winter season, which runs officially from December 15th to March 15th, there are three distinct groups engaged in basketball. These groups are known as (1) the boys' Varsity group, from which the Varsity and Junior Varsity teams are chosen, the latter team playing the preliminary game to main attraction; (2) the girls' Varsity with its companion, the Junior Varsity, and finally (3) the Freshman group, which furnishes players for its competing teams, Varsity and Junior Varsity. The Freshmen also engage in a number of contests in the Twi-State League. Six schools are represented in this league, ten games being played.

During the spring season, there are two baseball groups, Varsity and Junior Varsity; a track and field group, and also a girls' softball group.

These activities have run their course by early June and, at this time, all activity ceases until the September opening of another school year.

Respectfully submitted,

HARRY J. McMAHON,
Faculty Director of Athletics.

REPORT OF THE DIRECTOR OF GUIDANCE AND PLACEMENT

To the Superintendent of Schools:

In accordance with your request, the annual report of the activities of the guidance department is hereby respectfully submitted. This report covers the thirteen-week period from September 23 to December 31, 1949.

REORGANIZATION

One of the primary functions of an administrator is that of organization. In view of this, the first major activity of this department concerned itself with the problem of reorganization. Old files were reorganized and new files were set up. Files of Occupational Information were developed in accordance with a usable filing scheme and placed in a file cabinet. "Career" bookshelves were organized and now provide students with the means of obtaining information pertaining to specific careers and careers in general. A "Vocations" library has been established, and here the students may obtain for home use such books as pertain to topics concerning the selection of and methods of discovering opportunities in vocations, the ways and

means of finding a job, the methods of adequate adjustment, and descriptions of specific vocations. In addition, a professional library in guidance has been developed for the use of teachers. An inventory of the test library was taken and copies of tests were filed according to their nature and use. Also, specimen copies, manuals, and scoring keys have been placed in a locked file cabinet. At present, all remaining files are being organized in a nationally accepted filing system. All copies of college catalogues and bulletins and scholarship information of the leading professional and non-professional post-secondary schools have been requested and filed, and our name placed on current mailing lists for future issues.

The guidance room has been separated into two distinct areas: one a workshop where all the sources of information and study stations are concentrated, and the other an office section where interviews are held, and other work by the personnel concerned accomplished. As soon as the proposed partitions are constructed, the room will be physically divided, thus affording the privacy which is essential for effective individual counseling.

The final step in organization was the publication of the Aims, Objectives, and Specific Functions of the Guidance Program in the Mary E. Wells High School. This was a necessary tool which would give direction to the program. After proper approval by the Superintendent of Schools, copies were distributed to all of the pupils in the high school, members of the School Committee, teachers, and administrators. It is hoped that, in the near future, when the efforts of this department are further coordinated with the Cole Trade High School and the elementary schools, that a more inclusive set of objectives will be developed.

SELF-APPRAISAL

A major and primary aspect of a well-developed guidance program concerns itself with the methods of providing each pupil with the means of self-appraisal. This implies the development and use of adequate records. In this respect, a cumulative record folder is kept on file for each student. While these records meet this need quite adequately, it is, nevertheless, felt that they are more administrative in nature than guidance-type. It is hoped that a specific guidance-type record will be developed eventually from each individual's cumulative folder and kept on file in the director's office.

TESTING

Also included in this phase of guidance is testing. The scope of this program is designed to include the measurement

of individual mental abilities or scholastic aptitude which gives a fair estimate of the inherent limits of ability of the pupil to do school work. Tests of achievement constitute another part of the testing program. These tests may be separated into subject achievement tests and achievement batteries. The former are designed to measure the individual achievement in a particular subject-matter course and to compare this performance with that of an unselected national group. It is planned to administer several tests of this type to high school pupils in the early spring particularly for scholarship purposes, but also for individual diagnosis. Tests of the latter type tend to evaluate the individual's total performance with respect to a national norm and indicate a grade level of achievement for each individual subject tested. It is a well-known, but not highly publicized fact, that there is a considerable amount of over-lapping of abilities among the grades. An exceptionally good student in one grade may easily be capable of and actually achieving at a higher level than a poor pupil who is two grades beyond him in placement. A test of this type helps to establish this fact and aids the teacher to meet individual pupil needs. Tests of specific aptitude tend to predict how well a pupil will do in a particular field, if given the opportunity to do so, and thereby serve as an essential counseling tool. These tests prove invaluable as effective screening devices and will be administered whenever transfers from one course to another are requested.

In the thirteen-week period, the entire class of 137 freshmen has been tested with the Iowa Tests of Educational Development, the results of which have been interpreted individually to the pupils and copies of the profile of results along with explanations of interpretation sent home to the parents. A statistical analysis of the results of these tests shows a significant difference in the pattern of educational background for each of the six sources of high school freshmen. The freshman class has also been tested with respect to scholastic aptitude, but these tests have not yet been returned from the scorer. Special tests such as tests of nursing aptitude, mechanical aptitude, and interests have been given to selected students as aids in counseling. Since this department is immediately concerned with the effective screening of pupils with special reference to transfers from one program to another, or one school to another, a total of twenty-nine boys distributed from the Manual Arts Class, River Street, West Street, Marcy Street, St. Mary's, Notre Dame, Cole Trade High, and out-of-town schools have been tested with respect to mechanical aptitude, academic achievement, and mental ability, and recommendations made accordingly for entrance or denial of entrance to the various programs requested. The criteria upon which selection for entrance to the various programs is based as follows:

Manual Arts

Mechanical Aptitude, upper 50% nationally; Academic Achievement, Grade 4 to Grade 6.5; Mental Ability, within 3.0 years of normal mental age.

General Vocational

Mechanical Aptitude, upper 65% nationally; Academic Achievement, Grade 7 to Grade 9; Mental Ability, within 2 years of normal mental age.

Cole Trade High

Mechanical Aptitude, upper 75% nationally; Academic Achievement, Grade 10 to Grade 12; Mental Ability, within 1.5 years of normal mental age.

It is planned that in the spring the testing program will be further extended to include special testing in the upper levels of high school, and extensive testing in the upper levels of grammar school with particular emphasis on the correlation of these test results with other data in assisting the pupil toward wise course selection.

PROVIDING INFORMATIONAL SERVICES

Another essential element of the guidance program has to do with the accumulation and dissemination of both occupational and educational information, and provisions for orientation activities. In addition to the provisions described in paragraph #1 of this report, an effort has been made to provide a series of informational talks, movies, and field trips. In this regard, the department has to date sponsored talks and movies to interested juniors and seniors on such topics as: "The United States Coast Guard Academy," "The Naval R. O. T. C. Scholarships," "The Offerings of Nasson College," "The Place and Functions of Business Schools"—including a specific description of the Salter School, and an added talk on the Fisher School. Also, a group of ten girls in the senior class visited the Fisher School as guests of President Sanford Fisher. More talks, movies, and trips are planned for the coming year. In fact, three talks are already planned for January, as are five field trips and speakers for a "career day."

COUNSELING

The core of a worth-while guidance program finds itself in the type of counseling services it provides, including both group-counseling techniques and individual interviews. At present, we, in the guidance department, find ourselves handicapped in this work in two respects: the lack of adequate coun-

selling time and the present limited facilities which enable us to secure privacy only by restricting the use of the room during the period of the interview. However, with the construction of the private cubicles being an imminent reality and with consideration for more counseling time for the Dean of Girls who, at present, can devote but eight periods per week to guidance, the department hopes to have provided each student in the high school with the opportunity for at least one interview by the end of the school year, and each eighth grader with at least one group discussion, supplemented by individual interviews, if possible, concerning the selection of major courses of study and individual subjects for the coming year.

A record of each interview is kept, and at present the average counseling load ranges between 35 and 40 pupils per week. This number includes many repeaters. The interviews range from five minutes to one hour depending upon the nature and severity of the problem. The nature of the counseling can be divided into three main types: (1) diagnosis, (2) therapy, and (3) referral. The severeness ranges all the way from no problem, but mere seeking of information or registration for employment, to extremely involved problems with psychological deviation implications requiring immediate professional attention. These latter are referred to the school nurse for further referral to the proper agencies concerned. However, the majority of the present counseling interviews are concerned with pupil failures, change of programs, and educational and vocational planning.

COORDINATION AND USE OF REFERRAL SOURCES

A fourth major area of guidance services develops from the coordination with and use of referral sources. It is within the scope of this function that the guidance department concerns itself with placement. With respect to full-time placement, outside of making personal contacts with prospective employers, attending open meetings of the Personnel Director's Association, and the placement of two 1949 graduates, not much has been accomplished. However, with respect to part-time employment, a complete up-to-date registration file is maintained. At present, 116 high school pupils are actively employed in part-time positions, while 196 are registered for such employment. Efforts are continually being made to find employment for the currently unemployed. A good source of employment during the "Christmas Rush Season" has always been the local stores. However, this year, due to unforeseen circumstances, it was possible to place only fourteen students, in addition to the currently employed, for the Christmas Season.

In keeping with this phase of guidance, an effort is being made to coordinate the efforts of this department with those of the teachers, administrators, and members of other departments who may contribute to or receive benefit from the services provided by the guidance department. During the past three months, the main emphasis on coordination has been with the Cole Trade High School, Industrial Arts, and Manual Arts Programs because it was felt to be an immediate necessity in view of the proposed program of the new Trade High School Director. With the coming of the new year, it is planned to reactivate the Guidance Council organized by the Superintendent in May, 1948, on which will be represented all of the schools and departments in the system in an effort to coordinate and integrate the particular activities of each department with the other and make for the better future total development of the individual pupil.

RESEARCH AND STAFF ASSISTANCE

A fifth and final area included in the scope of guidance services provides for research and staff assistance. In the light of these special services, the guidance department is currently developing a pupil follow-up form to be sent to all graduates and "drop-outs" in order to determine what happens to pupils who leave school, to what extent they feel that the school did or did not meet their needs and what pertinent suggestions they have to make, how they would evaluate the present guidance program, etc. In the light of these results, we can then make modifications and revisions to the current services available in the guidance field and offerings in the curriculum with reasonably valid justification.

Some research is being conducted with special reference to present-day college entrance requirements, particularly with respect to foreign languages. Also the department is working on a project which will provide college preparatory students with a one-page synopsis of the important and relevant data concerning each post-secondary professional school. In addition, students in both the academic and commercial departments are provided with the means of gaining effective experiences by working in the guidance office, including a plan for the future coordination with the commercial department in providing a work-experience program in office work for commercial course seniors. A research project in the form of a community occupational survey is contemplated in the spring. Also, the director is currently engaged in a research project at Harvard University in the form of a seminar composed of guidance directors, personnel officers, college professors, and psychologists in an effort to evaluate present-day guidance practices and to determine the scope of guidance services.

On November 22, Mr. Warren E. Benson, State Supervisor of Guidance and Placement visited this department for the purpose of evaluating the present program in the light of meeting the state requirements for approval and reimbursement. He had but three suggestions to make. All three of these have been included in this report and pertain briefly to: (1) Additional counseling time, (2) more adequate guidance-type records, and (3) an annual follow-up study.

The guidance department is grateful for the splendid cooperation of all those who have contributed to the reorganization and development of the present guidance program, and particularly to Mr. Robertson who has been most cooperative and generous in granting the requests of the department for time, space, and equipment.

Respectfully submitted,

PETER F. MERENDA, Director,
Guidance and Placement.

REPORT OF THE DIRECTOR OF HEALTH AND PHYSICAL EDUCATION

To the Superintendent of Schools:

I herewith submit the following report of my work which covers the period from the opening of school in September to December 31, 1949.

PHYSICAL EDUCATION PROGRAM

The general function of our Physical Education program is to assist in providing a medium for the normal growth and natural development of each pupil. The basic aims and objectives are the same as those of education in general, for the total process of education must be considered in providing a program of education for the proper development of the child.

Our Physical Education Program emphasizes perhaps to a greater extent than other fields such phases of education as the Physical, the Social, the Emotional, and the Recreational development of each pupil; there are also certain very important responsibilities for the intellectual development of pupils in the Physical Education Program. The specific responsibilities of physical education will, at all times, harmonize with the total process of education.

One of the primary functions of physical education is to develop each individual to his greatest possible physical capacity within the range of accepted educational objectives. This implies development in skill and ability as well as organic development.

The social objective is another important function of physical education. Experience has shown that the kind of associations found in competitive physical activities is very helpful in securing durable social adjustment to school life. Pupils learn to understand each other better through the informal work provided in physical education.

The growing emphasis on emotions in education in recent years has served to reassure physical educators in their long-held belief that proper emotional development is an important objective in the schools. The nature of physical activities involved in our Physical Education Program gives the pupils an opportunity to secure desirable results in emotional development.

It is the duty of the schools to assume a large share of the responsibilities in training pupils to make intelligent use of leisure time. Our program is constructed with both the present and future recreational needs of the pupils in mind. Our program activities are fundamental to physical development and basic to recreation.

In physical education there is a unique opportunity to develop citizenship through putting principles into actual practice. We know behavior is conditioned by actual practice in the proper situation. Loyalty, cooperation, and teamwork is encouraged. Since a large part of our Physical Education Program involves participation in activities, it is conclusive to the development of a well-rounded individual. This balance contributes to desirable and effective citizenship.

Our present Physical Education Program involves over four hundred pupils, participating in regular physical education classes. All the boys and girls, in grades seven and eight in our Elementary schools, have two periods of physical education each week. The boys in the Manual Training classes have two periods each week. Boys and girls in our "Opportunity School," River Street, have two periods each of physical education every week. A Physical Education Program, now being developed under the supervision of the Director of our Trade School, will assure two hours of physical education each week for all Trade School students.

A typical Physical Education Program comprises the following: Calisthenics, Formal Activities, Games and Relays, Recreational Sports.

The curriculum is flexible in order to provide a wide range of activities for the many interests and needs of the students.

All students participating in this program have been examined by the School Physician and School Nurse. The sugges-

tions and recommendations of the school Health Service Department are being carried out.

My teaching program includes 29 periods per week. Twenty-four are used for instruction in physical education and the other five are used for classroom instruction in Health at the High School.

THE HEALTH AND SAFETY PROGRAM

The reasons for Health Education may be summarized in outline:

I.—The individual is increasingly the object of attention by those concerned both with public health and with education.

II.—Children need training and instruction in healthful living for:

1. Present health practices are poor as evidenced by "Draft data and other medical records, observations concerning the spread of communicable diseases, the increase in organic and nervous diseases and the development of physical defects during childhood.
2. Some elements in modern complex civilization are unhygienic.
3. The traditional attitude toward disease is unsound.
4. Pupils have insufficient health knowledge.

III.—Habits affect health as shown by

1. Sanitarium treatment for tuberculosis.
2. Athletic training.
3. The results of improvement in diet and other conditions.

IV.—The Public School can improve habits, for

1. Youth is the time of habit formation.
2. The school can supplement the home acceptably in health training.
3. The school can reach the whole population.
4. Health education has been proved to be practicable and successful.

The objectives of our School Health Program are as follows:

1. The reduction of communicable disease.
2. The development of healthful school living.
3. The development of health knowledge.

4. The development and maintenance of desirable health habits.
5. The interpretation of the school health program in home and school cooperation.
6. The development of desirable mental attitude toward health, health practices, and life situations.

Safety

Safety is a health program, a problem of "life and limb." The school's responsibility for the health and welfare of the child certainly includes accident prevention and safety education.

During 1946, one out of every three children who died was killed in an accident. One out of every thirteen men, women and children in the United States had an accident resulting in a somewhat disabling injury. Over 370,000 of these individuals suffered permanent impairment. The 1946 economic loss from accidents is slightly greater than all governmental expenditures—including all grants in aid, operating costs, and retirement of debt—by all the individual states in 1944. There are, roughly, 100,000 deaths and 10,000,000 injuries from accidents in the United States each year.

The objectives of the Safety Education Program are as follows:

1. The development of individual and group safety consciousness.
2. Prevention of accidents in the schools.
3. The elimination of hazards in the schools.
4. The development of wholesome attitudes, habits, and practices pertaining to safety.
5. The development of individual and group responsibility for safety.
6. To impart knowledge for an understanding of the environmental hazards in the modern industrial world.
7. To impart knowledge for an understanding of the methods of safe conduct in the ordinary activities of life.
8. To teach the relationship of safety to individual and group progress.

My duties as Director of Health and Physical Education are as follows:

1. To develop a strong health education curriculum.

2. To aid the teachers in developing health education and in measuring results.
3. To coordinate the work of the teachers with that of the Health Services so that there shall be more interpretation in both the direct and indirect health learnings of the pupils.
4. To establish healthful relationships between health education in the school and in the community.
5. To help utilize the school physicians' services to the best advantage.

This year a Health and Safety course has been added for grades 7 and 8. All students in these grades are taking the course. A new course called "Health and Safety" has been added to the High School Curriculum. This course is given to all Juniors and is carried out according to the wishes of the State Department of Education. The course is taught by the Director of Health and Physical Education. Approximately 90 students are taking the course once a week.

THE AFTER-SCHOOL ATHLETIC PROGRAM

The objectives of the After-School Athletic Program are as follows:

1. To provide opportunities for participation in some recreational activity.
2. To provide opportunities for the development of qualities of leadership in both boys and girls.
3. To establish a natural coordination between formal classroom teaching and informal school activities.
4. To provide additional opportunities for pupils to develop physically, socially, and emotionally.
5. To provide the opportunity to develop the fundamental skills in activities.
6. To teach sportsmanship in relations with the individual and the group.

An Athletic Manual has been written by the Director of Physical Education to serve as a guide to all students participating in the program so as to coordinate the proper physical development with an efficient academic program. The After-School Athletic Program has two distinct phases: The sports program and the intramural program. In the sports program, two leagues have been formed—the Junior Trade League and

the Junior High League. The Junior Trade League is composed of River Street, Manual Arts, General Vocational, sections A and B. Football (touch), basketball, and baseball are the sports played. The Junior High League is composed of the four elementary schools. The sports offered are football (touch), basketball (boys and girls), baseball and girls' softball. All games are played after school hours and are strictly supervised.

The intramural activities are sponsored for pupils in Grades IV, V, and VI, in all the elementary schools. Activities offered are basketball (boys and girls), boys' softball and dodgeball for girls. Coaches have been appointed so as to assure proper supervision.

During the past football season, the teams completed a 24-game schedule, with Charlton Street School winning in the Junior High League, and Section B winning the Junior Trade League. Over 125 pupils participated without a single injury.

Our basketball schedule will include 66 games and over 200 boys and girls will participate. Our intramural basketball program in all schools will attract over 100 students.

My duties as coordinator of elementary athletics are as follows:

1. To carry out the policies and program established by the Superintendent of Schools.
2. To assist the Superintendent in formulating programs and conducting surveys.
3. To coordinate all activities with the Health Service Department and the Principals.
4. To make out all activity schedules.
5. To establish and maintain a central athletic supply department.
6. To aid the coaches in securing the best possible results in their activities.

All participants in the After-School Athletic Program have been examined by the School Physician and School Nurse.

In conclusion, I wish to thank the Principals, the School Health Services, and the School Department for their generous collaboration and cooperation in establishing the Physical Education, the Health and Safety, and the After-School Athletic Programs.

Respectfully submitted,

LEWIS A. KYRIOS, Director,
Health and Physical Education.

REPORT OF THE DIRECTOR OF COLE TRADE HIGH SCHOOL

To the Superintendent of Schools:

In accordance with your request, I submit herewith a first report to cover the period from mid-October to December 31, 1949.

MEMBERSHIP STATISTICS

	Coop.	Day	Tot.
In school at end of the year (Dec. 1949)	15	171	186
Graduated	26	10	36
Certificated		2	2
Entering Industry trained for	1	4	5
Entering other occupation	2	46	48
Armed Service			
Unfit for trade subjects		6	6
Returned to Grammar or High School		11	11
Entering other schools		3	3
Left because of illness	1	9	10
Left town		4	4
Transferred to Coop. School		14	14
Transferred to Day School	18		18
Total membership for the year 1949	63	280	343
Enrolled during year	16	138	154

GRADUATES—TRADE HIGH DIPLOMAS

Cabinet Course

Edward Joseph Kolodziejczak
Edwin George Stalec

Gerard Joseph Roy
Kenneth Allen Smith

Electrical Course

Furniture Finishing
Gerard Armand Fournier

George Israel Renaud
Clarence Leo Standrowicz

Machine Course

Guy Brown Armstrong
Michael Belba
Paul Joseph Boniface
Henry Francis Boucher, Jr.
George Francis Butterworth
Normand George Danis
Harry Stephen Dimetri
Felix John Gwozdz
Michael Francis Mangan
George Albert Parenteau

Civil Engineering Drafting

Richard Norman Allard
Robert Francis Para

Printing Course

Ronald Eugene Aucoin
Raymond Gerard Lemire

Sheet Metal

Marc Archile Arsenault
Steven John Mosio
Robert Roger Trahan

VOCATIONAL HIGH DIPLOMAS

Drafting Course	Electrical Course
Leland Barrett Miller	Alfred Ernest Marchessault Bernard John Milczewski Joseph Theodoss
Machine	
Edwin Albert Carvalho	Paul John Snyder

VOCATIONAL TECHNICAL DIPLOMAS

Drafting
John Paul Lipski Arthur William Olson, Jr. Rene Phillipe Trahan

EVENING SCHOOL PROGRAM

Courses	Instructor	No. Enrolled
Cabinetmaking	Frank P. Skinyon	13
Drafting	George H. Braman	21
Electrical	Francis E. Couture	13
Furniture Refinishing	Irving Harding	13
Machine	William Paul	10
Applied Mathematics	Lawrence Swenson	9
Building Estimating and Related Carpentry	William A. Julien	12
Plumbing—Related and Apprentice	Antonio Blanchet	17

Reorganization

On October 17, 1949, I reported for duty as Director of the Cole Trade High School. Normal paths of human behavior were followed and much time was spent on reorganization. Reorganization has been delayed considerably because of an immediate situation that required adjustment. The problem concerned was the closing down of the D3M School at the American Optical Company. The American Optical Company had voted to discontinue this school as a measure of economy. The move was to take effect December 1, 1949 but, because of the resignation of a Machine teacher at the Cole Trade High School, the School Committee requested that the immediate closing down of the D3M Shop be considered, whereby the Machine teacher at the American Optical Company could then be made available to the Cole Trade High School. The number of pupils affected in this move created a class larger in number than that allowed by the State Vocational laws. Another problem created was the dire need of additional equipment to serve such a large group and any future groups that would require training to meet industrial needs.

In our reorganization, close cooperation with our full-time Guidance Director was inaugurated. Today all candidates for trade schools are being interviewed and screened by the Guidance Department. All who drop out are being counseled by this same department, to see where trade education has failed to meet their educational needs. In a like manner, all cases of possible failure are being referred to Mr. Merenda, who attempts to discover cause and then suggests methods that might remedy the situation. This is done only after the Trade School faculty has exhausted methods to remedy this situation.

The School Physician and School Nurse have completed physical examination for our junior high section and will concentrate on the senior high next. I am happy to report that we have been able to develop a complete physical record through this hearty cooperation.

In studying trends in Vocational Education in the United States, we have learned that more stress is being placed on a Vocational Technical program. More consideration is being given to the academic and related side of the trade. There is a recognized need for the development of the social side of the boy.

In the trade schools, lack of reading comprehension is prevalent, and this problem is a recognized one throughout the nation. It is suggested that a remedial reading program be started in Southbridge.

Educational Considerations

I believe that the Town of Southbridge should be given the philosophy of the new Director, because one's philosophy is a major control of one's thinking. I believe that a philosophy of education comes from the realm of educational experiences; passes through its refinement in the administration of a school system; is transmitted from the Principal to the teachers, and eventually finds its level in the lives of the pupils. Education is rapidly swinging around to the idea that what citizens need most is not exposure to standard knowledge, but the ability to meet the situations of life. Only those who have this ability have learned somehow to analyze every problem they meet; to find what usable facts are necessary to solve it; to take stock of the usable facts that they already know apply; to get the missing facts. They need to think with these facts in order to arrive at decisions; to use those decisions to make a plan; to execute this plan of meeting the problem; to check up on the results, and to profit by the experience by improving this procedure on the next problem. This is precisely what all real vocational and practical arts education does for pupils, and no other school work, with the possible exception of laboratory work in science,

has any comparable facilities for such training. In preparation, as vocational experiences are made real, the vocational school excels the science laboratory as a training device for teaching thinking, as well as doing.

Awards

At the graduation exercises in June, the Cole Trade Alumni awarded Marc Arsenault a trophy for being the most outstanding student of the graduating class. Bernard Milczewski was awarded the trophy by the Cole Trade Alumni for being the most outstanding athlete of the Graduation Class. These presentations were made by Mr. Arthur Eno, President of the Alumni Association.

New Equipment

I take this opportunity to thank, publicly, members of the American Optical Company who so generously contributed their time and effort in procuring for the Cole Trade High School additional equipment for our Machine Shop. This equipment has saved the Town of Southbridge many thousands of dollars.

I thank my faculty and my office staff for their hearty cooperation in making my duties more simple. I also thank the Superintendent of Schools and the School Committee for their sage advice, which every new director must need to meet his problems in a professional manner.

Respectfully submitted,

RAYMOND L. W. BENOIT, Director,
Cole Trade High School.

REPORT OF THE SCHOOL NURSE

To the Superintendent of Schools:

"What we do for the health of our children and youth today will influence the whole world tomorrow."

In a first annual report submitted in 1946, the emphasis then was placed on the physical health of the child with much stress on correction of defects. In 1947, the emphasis was laid on the whole child entirely omitting the word "physical"—which is only one limited conception of the child's health. The child is not a mere bundle of organs but an entity. In 1948, we were considering the total health program on a long-time basis with much stress on the acquisition of desirable attitudes, knowledge, and practices.

This year's activities and achievements reveal that we have been thinking in terms of "health" rather than in terms of "sickness"—of "prevention" rather than "cure." The positive approach to health, which incidentally is the present trend in school health services as accepted by the Massachusetts Public Health Department, seems to have impregnated itself in our program without too much effort on our part—possibly due to the fact that our program was planned on a long-time basis and on all phases of the child's make-up and not only on the physical aspect.

Gradually we have been getting away from the detection of symptoms and defects per se, and have steered toward health guidance for the pupil, the teacher, and the parents. At one time, it was possible for us to evaluate our services by a survey of the number of physical defects corrected. But now the story of the correction of physical defects is no longer the basis for evaluating our school health services to the child. At present, the criteria for evaluating our services are based upon educational totals—the degree of pupil, parent, and community consciousness of personal health and public health as shown by their participation in our school health program. We also find that we are able to use as criteria in our evaluation the medical profession's consciousness of our program as shown by their response, acceptance, contribution and participation. They have gradually become aware of our aims and goals and have done much by interpreting our work, our clinics, our need for necessary information relative to the child's health to parents.

A primary duty of the School Nurse is to cooperate with all health workers as well as all members of the school personnel. No one phase of health work is complete in itself. We must have concerted effort as well as teamwork. Due to the fact that about 50% of the time is spent in making home visits, it would seem that the School Nurse is the person to link the home, the school, and the child—and interpret the child's needs accordingly.

Our present policy in our total health program is based upon the needs of our children. The newer concepts of the core of the curricula in our schools point toward health—physical, mental, emotional, and social. Only through the provision of a healthful environment and continuous health education will we be able to safeguard the child during the critical formative years; therefore, the purpose of our program can be stated as follows:

1. To provide for the child, and all other school personnel, the necessary environment for the development of maximum health—physical, mental, emotional, and social—of which the individual is biologically capable.

The one and only great change in our school health program has taken place in our "home-visit" program. More than twice the usual number of home visits were made this year for various purposes. It is most gratifying to be received gracefully and accepted, however bad our mission may be and find ourselves talking to an "open ear" mother who is most receptive to accept any suggestions and most willing to cooperate and help. In evaluating the results as accomplished, I often feel a sense of defeat. The problems which warrant a home visit are usually of such long duration that improvement and results may not be seen or noted for a long while, and quite often I feel that I am beating my head against a stone wall and have accomplished "next-to-nothing" only to hear from a mother that John's problem is entirely a "thing of the past." I have had to teach myself that in this phase of our program our progress may seem to be very slow, but it is sure and most deserving.

Our usual run of clinics were sponsored in connection with the Board of Health and were well attended. There were three diphtheria toxoid clinics, one Booster-shot clinic, five pre-school registration clinics, and four pre-school physical and dental examination clinics, and twelve chest consultation clinics.

I would like to stress the fact that our pre-school registration clinics are of the utmost importance. At present, for a child to enter either a parochial or a public school in the first grade or kindergarten, it is a "MUST" that that child be registered at one of our clinics and have a physical examination—either by our school physicians or by the child's own physician. The reason for this registration is to help the school authorities plan for the first grades in each school before school actually opens; thus, if two first grades are needed in one school, we are ready with two teachers—a definite help to the child who already has enough adjustments to make when he enters school without placing an unnecessary one on him—that of re-adjusting to a new teacher two or three weeks after admission to school. This year, more than 300 children were registered as compared to about 125 the previous year—rather a staggering increase particularly if we had not been ready to receive them on the first day of school.

In line with registrations and planning for adequate space in our schools, I would like to mention a startling bit of news—Do You Know That—There were 106,690 babies born to Massachusetts families during 1947, the peak year of all time, and 72% more than the yearly average pre-war period of 1935-1939. The Division of Vital Statistics also reported that births exceeded deaths in 1947 by 55,707. Southbridge's share to this number of births was 626 as compared to 549 in 1946 and 579 in 1948—and

2. To contribute those factors fundamental to the progress of each child toward full maturity.

The implication of our program points to the fact that the influence of our school health program has to be widespread in order to include not only our schools but the home and the community as well. Our school health program is but one organized plan for the development and improvement of the public health in our community.

It would seem quite appropriate at this point, since our schools are, at present, undergoing a survey of existing needs, to refer the School Committee to Dr. Langevin's suggestion, in his report for the year 1948, relative to "their consideration in any plans entertained for the future expansion of our school buildings, pointing out the need for special quarters for the use of our School Health Department." Physical examinations and health work should be done in a cheerful and positive atmosphere and in a room that ensures quiet, privacy, and the proper light. We are presently expected to carry out our program and do a good job of teaching health under the most peculiar circumstances. It is a universally accepted fact that the "health" of the child is the prime factor in our schools today and yet, as we report for work in our different schools to carry out our planned program, we are either made to feel a wee bit like "excess baggage" or we are assigned to a spot which is already serving too many purposes.

The future success of our present program will depend largely on whether or not we are furnished with proper quarters in each school building—large enough to do the vision testing, which is required by law to be done once a year, and yet how are we to comply with the Massachusetts laws if no workable space is available in some of our schools?

Statistically, my report will be very short. Children were examined as per our planned program and where defects were found notices were mailed to parents, and I am pleased to report that most defects were either corrected or were taken under observation by family physicians for future correction or follow-up. Approved vision and hearing tests were given and received careful follow-up as well as correction. Thirty-four dental clinics were held at the Town Hall at which 302 public school children were screened and treated.

As the need arose during the year, repeated conferences were held with many and varied heads of departments of the school personnel, private physicians, clergymen, and various agencies—both in and out-of-town—who cater to our children with or without problems.

these children will be ready for school in 1952 and 1953. Now, is it any wonder that we urge and recommend a careful study with a "long-term" viewpoint in planning for adequate and much needed school space? Twelve years is the usual span of a child's life in our schools and, with birth rates still at "top-high" level, our needs which, at present, are "Great" will shortly be "Acute."

In concluding my report, I would like to say a sincere "thank you" to everyone who has directly or indirectly contributed to the success of our program. Various organizations as well as individuals responded to our appeal for clothes, glasses, and much needed medical care such as tonsillectomies, etc. Again, as in previous years, the Lions Club—their members and friends—are making "free milk" for needy children a reality in our schools.

Respectfully submitted,

EDNA C. PINSONNEAULT,
School Nurse.

REPORT OF THE ATTENDANCE OFFICER

To the Superintendent of Schools:

In accordance with your request, I herewith submit my first annual report, based on the period from the opening of school in September to December 31, 1949.

Delinquent school attendance and frequent tardiness seem to have been due to a combination of factors, most important of which are the following:

1. Poor home environment.
2. Dislike of school.
3. Improper attitudes.
4. Lack of home discipline.
5. Indifferent home supervision.

These factors, which seem to have a direct bearing in the majority of cases reported, point to an obvious conclusion, namely, that the home conditions of a pupil have a direct bearing on school attendance and tardiness.

In dealing with these problems, I have tried to use the guidance point of view, trying to enlighten parents regarding their responsibilities, and offering constructive suggestions and remedies whenever possible. The chief function of the Attendance

Officer, is, therefore, to enforce the State laws regarding school attendance, but to explain the true meaning of the laws to the parents and children.

The duties of the Attendance Officer may be outlined as follows:

- 1. Investigate absence and tardiness cases referred to him by the school principals.
- 2. Report by phone to the principal and discuss the results of the visit.
- 3. Offer suggestions and recommendations as a result of the visit.
- 4. Submit a written report to the Superintendent showing the results of the visit.
- 5. Make a follow-up investigation whenever the facts warrant such action.
- 6. Administer the Cole Fund.
- 7. Keep office hours on Monday and Wednesday evenings for the purpose of issuing working cards.
- 8. Make a periodic check for illegal employment of children.
- 9. Report cases of children under sixteen who are suffering privation or want due to the neglect of parents.

It is also the duty of the Attendance Officer, under the immediate supervision of the Superintendent of Schools, to issue Employment Certificates or Working Cards. In looking over the records for the year 1949, the issuance of certificates was as follows:

1. Profitable Home Employment	5
2. Regular Full Time in Town of Residence	147
3. Regular Full Time in Town Other Than That of Residence	28
4. Regular Employment in Out-of-School Hours (6th Grade Completed)	11
5. Regular Employment in Out-of-School Hours (6th Grade Not Completed)	8
6. Full-Time Farm Employment in Town of Residence	1
7. Full-Time Domestic Employment in Town of Residence	3

Respectfully submitted,
PAUL A. DUHART,
Attendance Officer.

REPORT OF DIRECTOR OF AUDIO-VISUAL AIDS

To the Superintendent of Schools:

At your request, I am submitting my first annual report of the activities of the Audio-Visual Aids Department. This report covers the period from September 7 to December 31, 1949.

REORGANIZATION

The main goal of the Audio-Visual Aids Department is to bring about more effective learning through the skillful and intelligent use of audio-visual materials and methods. In order to bring this goal within the realm of realization, the entire physical set-up of the department was reorganized. New files were started; catalogues of films, filmstrips, lantern slides, and other teaching aids—charts, flat pictures, graphs, maps, globes, models, objects, and specimens were added to the department to provide teachers with the necessary information that is needed in order to insure closer integration and correlation of teaching aids with subject matter in the classroom; a reference library consisting of professional books and magazines in audio-visual education was created with the aim of helping the teachers become cognizant of newly-introduced techniques and methods of using audio-visual materials in the classroom to effect maximum educational growth; and, finally, after discarding materials which had lost their values as teaching aids, racks, tables, and cabinets were rearranged according to a plan which provides a definite area for teachers to preview such projected pictures as films, filmstrips, and lantern slides. This facility to preview materials when used scientifically is one of the main factors contributing to an effective and sound audio-visual program.

EQUIPMENT SURVEY

In order to ascertain the extent to which an audio-visual program could develop under present conditions, an extensive survey of all audio-visual equipment and facilities was conducted throughout the high and elementary schools. It was found that the system is sufficiently equipped to meet the minimum requirements of an audio-visual program. It was also found, however, that classrooms do not possess adequate darkening facilities to permit effective use of films and opaque projections. As a consequence, pupils have to be moved from the classroom (the ideal learning situation) to the auditorium (the symbol of entertainment to many pupils) to view an educational film. Since scientifically controlled experiments have established the value of using audio-visual aids right in the classroom, it becomes apparent that the effectiveness of our program will be largely dependent upon the efficacy with which we solve this problem.

PROJECTIONIST SQUAD

In order to relieve the teachers of projection details and to give them more time for the important task of instruction, plans are now being completed to initiate a training program for student operators. The Audio-Visual Department will assume the responsibility of training these students until they meet certain criteria of proficiency in the operation and care of audio-visual aids and equipment.

Upon satisfying established requirements, each projectionist will be presented with a certificate of proficiency. Once certified in this manner, each projectionist will become for teachers a potential service which will be made available through the department.

With the use of audio-visual aids greatly facilitated, it is hoped that teachers will be encouraged to make greater use of these effective teaching tools and the desired outcomes will inevitably insure more effective learning taking place with economy of time.

EVALUATION COMMITTEE

Another project undertaken and still in the formulative stage is the Evaluation Committee of the Visual Aids Department. This committee, composed of teachers, will review and advise on audio-visual materials before purchases are made. Since teachers are chiefly responsible for the use of these materials and because teachers know perhaps better than anyone else what the educational needs of the pupils are, the Department feels that teachers should, therefore, play a major role in the selection of audio-visual materials. When teachers are accorded this opportunity and responsibility, it has been found that not only is it likely that the most educationally valuable materials will be selected, but also that these materials will be used most efficiently and effectively.

FILM AND EQUIPMENT USES

A temporary film program was in operation while the Department was in the process of reorganizing. During the first four months, the Department showed 23 films to a total attendance of 7,357 pupils. All films were ordered by teachers to achieve certain educational objectives and, consequently, contributed to better and more effective learning.

The services of the Department were extended also to educational, guidance, civic, industrial, and athletic groups during the last four months. These organizations were loaned equipment and operators on several occasions. Wherever the demands did not interfere with regular school schedules, the De-

partment was glad to cooperate with these groups in fulfilling their demands.

In conclusion, I would like to take this opportunity to thank all the Principals of our school system for their splendid cooperation and keep interest in our program. I would also like to thank all the teachers of the system who have been sincere in accepting our program and who have, by their many suggestions, made us gain insight into many new problems. It is indeed encouraging and stimulating to work with men and women who are so interested and cooperative in introducing effective educational techniques and methods.

Respectfully submitted,

EDWARD DESROCHES, Director,
Audio-Visual Aids.

REPORT OF THE DIRECTOR OF MUSIC

To the Superintendent of Schools:

In accordance with your request, I am submitting this, my second annual report on Music in the Southbridge Public Schools.

MARY E. WELLS HIGH SCHOOL

The past year held two points of special musical interest for the high school. The first was the Spring Concert by the three glee clubs (70 voices) on April 30th; the second was the operetta in November. At the concert, audience participation was featured although more than half of the program was devoted to the glee clubs' singing their prepared three- and four-part choral music. A double quartet of boys entertained, and the popularity of their numbers has encouraged regular weekly rehearsals of boys who sing four-part music. There were several vocal solos and instrumental numbers, and then the group of songs in which the audience sang with the glee clubs. The glee clubs added descants and other forms of harmony to the melodies the audience sang.

The glee club's performance at the graduation exercises in June was unusually inspiring, many people declared, and I believe this was due to the presence of the experienced, more mature voices of the seniors who, for the first time at such exercises, came down from their carefully arranged platform seats to help balance the singing of their club. As I directed the songs, I felt, as I am sure the club did, what this last singing together meant to us all.

Since September, the music appreciation class has centered its study primarily on opera and the composers of opera. The glee club's operetta, *Iolanthe*, by Gilbert and Sullivan, provided a practical demonstration in miniature of the presentation of opera. Many youngsters learned that choruses can act and dance as well as sing. Records and song-collections help acquaint the students of music appreciation with other features of music drama. The four performances of *Iolanthe*, November 2, 4, 7, and 8 brought audiences totaling approximately 1,500 persons. The cast numbered 36, but the number of students and adults assisting, amounted to many more, for it was a project in which many departments inside and outside of school participated efficiently and artistically.

The average weekly attendance at high school music classes is 88 students. This does not include attendance at assemblies where occasionally the entire school (450) sing together. One such assembly was the Christmas assembly, December 22, in which, after the dramatic club's play, the three glee clubs sang a group of less familiar Christmas songs and the entire school, singing together, sent us all off on our vacations with the proper spirit and enthusiasm .

ELEMENTARY SCHOOLS

Since the introduction of the new music books, grades III through VI have shown some improvement in sight singing, although not so much as is desired. Singing has been taught by rote so long that the youngsters are afraid to trust their own abilities. Also, the easy way of merely repeating a teacher's rendition, seems to them the only way. It is hoped that the teachers will discover ways to make reading music fun and to make it seem as important as reading story and history books.

The elementary schools sent children, as in the past, to the Worcester Music Festival Concert, October 29. The growing number of student-members of the Community Concert Association was mentioned, particularly at a meeting of the Association's directors. This increase is encouraging to all concerned with community recreation and leisure occupations, hobbies, etc. It is hoped that young people, with contagious enthusiasms for their new interests, may foster the arts, and later on provide improved recreations and greater cultural opportunities for the community.

Respectfully submitted,

ELEANOR S. VAN ETTEN,
Director of Music.

REPORT OF DIRECTOR OF INSTRUMENTAL MUSIC

To the Superintendent of Schools:

May I submit herewith my report for the year ending December, 1949.

With the financial backing of the Southbridge Rotary Club, a high school band was started two years ago in March with an initial enrollment of twenty-eight boys and girls. Of this group, there was but one boy who had previously played a musical instrument, all others starting from "scratch."

Rehearsals were held outside of school time twice weekly, including summer vacation period, and the band was able to play an engagement at Sturbridge Fair the following September.

Maintaining about the same membership, their second year was one of increased public appearances. In the fall, they played for all the home football games and two out-of-town games. A total of twenty-two engagements were played during the 1948-49 season. Many of these were school assemblies—Christmas carol program, parent-teacher meeting, talent show participation, etc.

The following important outside engagements were kept: a concert for the student body of Putnam, Connecticut public schools and the same for Woodstock, Connecticut; Veterans Hospital, Rutland; Central Massachusetts Music Educators School; music festival at Clinton, Massachusetts; Memorial Day parade at Sturbridge; our own spring music frolic at Wells auditorium; parades on July 4th and on November 11th at Putnam, Connecticut; junior music festival at Eastern States Exposition, Springfield, Massachusetts.

In the fall of 1949, we again played all home football games and two out-of-town games, and we wound up the season by being invited to appear at the Boston University-St. Bonaventure football game at Fenway Park, Boston.

At the present time the band owns twenty musical instruments, sixteen of which were presented to the school by the Southbridge Rotary Club. In addition, it owns thirty-two complete band uniforms plus four majorette and one head drum major costume. The estimated value of instruments, uniforms, and music is \$2,000.00.

Cash on Hand	\$170.00
Bills Payable	100.00
	<hr/>
Balance	\$ 70.00

In addition to the foregoing report on the high school band situation, I would like also to give you a report on my activities in the formation of a second elementary school band.

This latter project was started on March 1, 1949, and there are thirty-five members in it, including both grammar and high school pupils. This group will make its first public appearance some time in April, 1950.

Coming right along behind the latter group is still another ensemble of younger players who started while in the fourth and fifth grades which number about fifteen.

At this writing, I am organizing still another beginners' group in the grades, as a constant flow of starting pupils must be maintained in order to keep the program running smoothly.

A well-rounded musical instrument program would not be complete without a high school dance band and concert orchestra.

Both of the latter I have in mind and hope to put the plan in operation in the very near future.

Respectfully submitted,

PAUL J. SWEET, Director,
Instrumental Music.

REPORT OF THE BUILDING MAINTENANCE OFFICER

To the Superintendent of Schools:

This is my first annual report on the activities and the work of the Maintenance Department.

Our aim to bring about the standardization of all materials used for maintenance in the School Department is slowly taking form as the following items will show:

1. All janitor supplies have been standardized and purchased as the need presented itself.
2. A booklet giving a good description of stock articles and their proper use is now being developed.
3. Considerable time and expense can be saved by all school janitors using like materials for corresponding jobs.

4. A small stockroom is being equipped with staple articles to supply the principals' immediate needs.
5. As per your recommendations and mine, all janitors must return old or worn-out equipment before new articles are allotted—this also applies to burned-out electric light bulbs.
6. All oil and coal used in our schools is let out by contract, yearly, by this Department.
7. All requisitions for repairs, alterations, and purchases, are issued from this Department to the Superintendent of Schools for approval.

One of the major improvements in our schools this year was the installation of **three (3) new oil burners** in the following schools: West Street School, Eastford Road School, and Charlton Street School. These burners have proven very successful after the usual "bugs" were ironed out. This relieves the work load of our janitors, eliminating ash removal, etc.

The River Street School has been redecorated inside and will be completed soon. With the sanding and finishing of floors that I am planning on doing at Easter vacation, this will finish a much-needed job. The play yard has been levelled and covered with pea stone. If the recommendation for a new fence is granted, the remaining area can then be covered with additional pea stone. This work at River Street was done by Cole Trade students and will stand for at least five years without major repairs. Boys' toilets were recently installed; also a new 2-inch copper water feed line to street. The girls' toilets should be remodelled this coming year.

The gym floor at Charlton Street and Eastford Road Schools were sanded and refinished. This will insure good basketball courts for two to three years, with proper maintenance.

In closing, I wish to state that this coming year, if necessary funds are available, this Department would propose to clean and paint all shower rooms, dressing rooms, and basements of all our new buildings.

Respectfully submitted,
EMERY A. LAVALLEE,
Maintenance Officer.

REPORT OF THE DIRECTOR OF UNIVERSITY EXTENSION AND EVENING VOCATIONAL COURSES

To the Superintendent of Schools:

Classes in evening vocational subjects were offered again this year and proved to be very well attended. The following vocational classes were started this past September:

Elementary Sewing	One class
Children's Clothing	One class
Dressmaking	One class
Advanced Dressmaking	One class
Tailoring	One class
Cooking	One class

University Extension classes were offered in the commercial and academic fields. Classes in Business English, Elementary Stenography, and Elementary Typewriting proved to have a large demand and were well attended. A course in Public Speaking and Human Relations, given by Mr. J. Frank Ward of Worcester, Massachusetts, was an extremely popular and profitable academic course.

These classes were conducted under the supervision of the State Department of Education and were instructed by accredited teachers.

Other classes in the vocational, commercial, and academic fields will be offered when the demand for them is sufficient to form such classes.

Respectfully submitted,

JAMES M. ROBERTSON, Director,
University Extension and Evening
Vocational Courses.

REPORT OF THE DIRECTOR OF ADULT EDUCATION

To the Superintendent of Schools:

The Massachusetts Department of Education wishes to encourage everyone to continue his education or to review what has been learned because of a deeper appreciation of its value and meaning in later life. This year, the Adult Education Division of the Southbridge School Department has the great satisfaction of having the latter reason given in several instances.

Of course, we need education to earn a living, but it is also in demand for more worthy use of leisure time. In this, the Adult Education Department feels that it has been able to fulfill its mission.

The Advanced Group had among its members high school graduates and others with its near equivalent who wished to read and be able to comprehend more of the activities of our Government in relation to the other countries of the earth; thus becoming better citizens. The grammatical structure of the English language interested them in comparison to the one of their birthplace, and to the native-born students it took on a new meaning and power. They have developed more ability to get the meaning behind the "News" and a greater understanding of the printed page.

In our Beginners' Group, there were several illiterates who had never learned to read or write in any language. These must, of necessity, work hard, as it is more difficult for an adult to go to school for the first time, but the satisfactions are numerous.

Among these were several Displaced Persons coming from United Nations supervised Camps in scattered places on the Continent of Europe. Their eagerness and their faithfulness to the task were most gratifying.

The Department continues to advise and give counsel to Repatriates, New Arrivals, Derivative Citizens, "About-to-Be" Citizens, and those desiring Citizenship. This is done the year round and is most appreciated by the community.

The Adult Education Division of the School Department pledges itself to continue doing all within its capacity and jurisdiction.

Respectfully submitted,

CONSTANCE M. L'ECUYER,
Director of Adult Education.

REPORT OF THE DIRECTOR OF SUMMER PLAYGROUNDS

To the Superintendent of Schools:

In accordance with your request, I herewith submit my second annual report covering the activities of the playgrounds for the year 1949.

The season ran from July 11 through August 19, a period of six weeks. The activities were conducted at the following schools: Charlton Street, Eastford Road, River Street, and West Street. Special events were held at the Town swimming pool and at Dresser Street Recreational Field.

PERSONNEL

General:

Director, Harry J. McMahon.; Payroll, Miss Elsie Hofstra.

Charlton Street Playgrounds:

Supervisors, Lewis Kyrios and Mrs. Helen Golden; Assistants, Helen Boucher, Maureen Baybutt, George Perikli.

Eastford Road Playgrounds:

Supervisors, Miss Persis Howe and William Nickerson; Assistants, Carolyn Allard, Roger Hebert.

River Street Playgrounds:

Supervisors, Miss Libby Themistocles, Raymond Marino. Assistants, Betty Lou Hart, James DiFederico.

West Street Playgrounds:

Supervisors, Mrs. Kathryn Beauregard, John Welch; Assistants, Mary Moriarty, Paul Ryan.

ENROLLMENT AND ATTENDANCE

This year's enrollment increased slightly from 1,361 in 1948 to 1,423 in 1949. For the second consecutive year, both the percentage of attendance and attendance for a single day showed an increase over the preceding year.

	1948	1949
Total Enrollment	1,361	1,423
Average Daily Attendance	624	662
Aver. Percentage of Attendance	45.8	46.1
Largest Daily Attendance	810	823

PUBLIC INTEREST

The interest of the public was maintained through the medium of the press, which did its usual good job. Results of contests and special meets, such as swimming, track, and the baseball play-offs, together with the amateur show and crafts exhibit, were given prompt and complete coverage.

MEETINGS

There were six meetings of the supervisors held during the summer, the purpose of which was to plan the activities of the week and to consider any difficulties that may have arisen the previous week. These meetings were a source of help to all.

ACTIVITIES

The activities were many and varied. For the purpose of this report, they were classified as regular and special.

The regular activities consisted of the usual intra-playground sports and games, such as zell-ball, basketball, softball, badminton, volleyball, table tennis, horseshoes, croquet, etc. To augment this program, there were the inter-playground schedules in most of the above activities to accommodate boys and girls of two age levels, the senior group and the midget group. The senior group consisted of those between 12 years and 16 years. The midget group consisted of those under 9 years of age.

The special activities consisted of a swimming meet held at Town swimming pool; a track meet held at Dresser Street field. In order to avoid the possibility of accidents, the very young were not allowed to participate in these meets, and all playgrounds remained open to accommodate these. The other special activities such as the Amateur Show and Crafts Exhibit were open to all regardless of age or size. Actually, in these projects, the emphasis was on the younger group. Also, there was considerable time spent teaching these children to sing simple songs, folk dancing, and story telling.

Whenever possible, the activities were carried on out of doors in the fresh air and sunshine. On the few rainy days encountered, we took over the gymnasiums at the respective schools and the tenor of the activities was in keeping with the environment, the special treat on such days being a varied "movie" program.

PLAYGROUND CHAMPIONS

Charlton Street continued its superiority over the other playgrounds and thus retains possession of the championship banner for another year.

ARTS AND CRAFTS

As in former years, the exhibit of the Arts and Crafts Program was held in the store of a midtown merchant with the usual interest and success.

A list of the finished projects follows:

Stuffed Animals

- 7 cats
- 5 elephants
- 14 scottie dogs
- 8 teddy bears

Aprons

- 9 aprons

Baskets

- 11 waste, of cardboard
- 23 reed, assorted sizes

Belts

- 9 made of felt
- 216 made of leather
- 31 mesh, embroidered with yarn
- 23 plastic, perforated and embroidered

Boxes of Wood, Painted or Stencilled

- 8 handkerchief boxes
- 8 jewel boxes, round
- 8 jewel boxes, square

Bracelets

- 29 colored beads
- 32 plastic
- 97 shoe buttons
- 43 wood

Doll Caps

- 22 doll caps

Dolls

- 35 yarn dolls
- 13 cloth dolls

Coasters

- 42 coasters, wood base, reed sides

Bags

- 7 under-arm of straw
- 5 over-the-shoulder
- 9 hand, basket bottom with cloth top
- 43 marble, woven
- 5 knitting

Head Bands

- 5 colored beads
- 27 plastic, embroidered with yarn
- 3 baboushkas
- 15 beanies of felt

Bookmarks

- 9 bookmarks

Bill Folds

- 8 bill folds made of leather

Bookends

- 11 bookends, made of wood

Bowls of Wood Painted or Stencilled

- 12 nut bowls
- 16 salad bowls

Cards

- 816 sewing cards
- 33 button cards

Chairs

- 3 chairs made of orange crates

Doll Hats

- 48 woven hats

Luncheon Cloths

- 8 luncheon cloths

Maps

- 7 colored maps

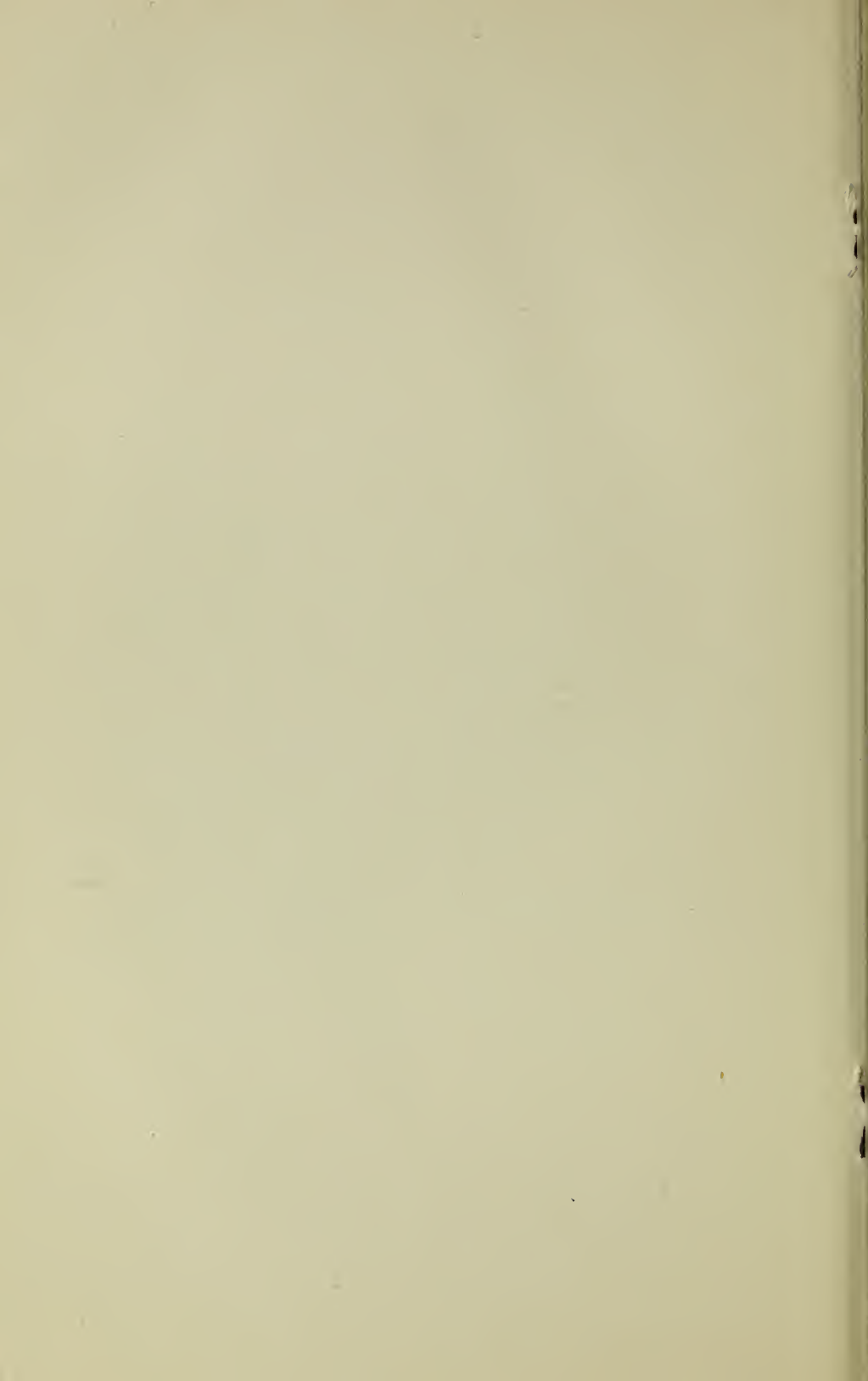
Brooms	
16 brooms	
(whisk, of straw)	
Flower Pots	
7 flower pots, cord covered	
and painted	
Mats	
33 hot plate, of yarn	
45 hot plate, of silkateen	
16 hot plate, of cork	
16 hot plate, of woven straw	
16 hot plate, of mesh,	
embroidered	
Necklaces	
47 bead, colored	
21 button, shoe	
Napkin Rings	
24 plastic material	
24 wood rings	
24 wood rings, animal shaped	
Reed Work	
28 wastebaskets	
24 glass trays	
Trays	
4 metal trays	
Towels	
31 towels, embroidered	
Sprinkler Bottles	
6 sprinkler bottles,	
painted	
Suspenders	
16 prs. suspenders, leather	
Purses	
27 felt purses	
Mittens	
6 prs. mittens of felt	
5 prs. mittens knitted	
Moccasins	
4 prs. moccasins of felt	
Pencil Cases	
12 felt pencil cases	
Animals and Flowers	
and Mats	
65 pipe stem animals and	
flowers	
7 pipe stem place mats	
Pot Holders	
22 pot holders, cotton	
material	
287 pot holders, jersey loops	
35 pot holders, yarn	
Samplers	
8 samplers, embroidered	
Scarfs	
12 scarfs, embroidered	
Socks	
3 pr. socks, knitted	
Total Number of Articles	2,674

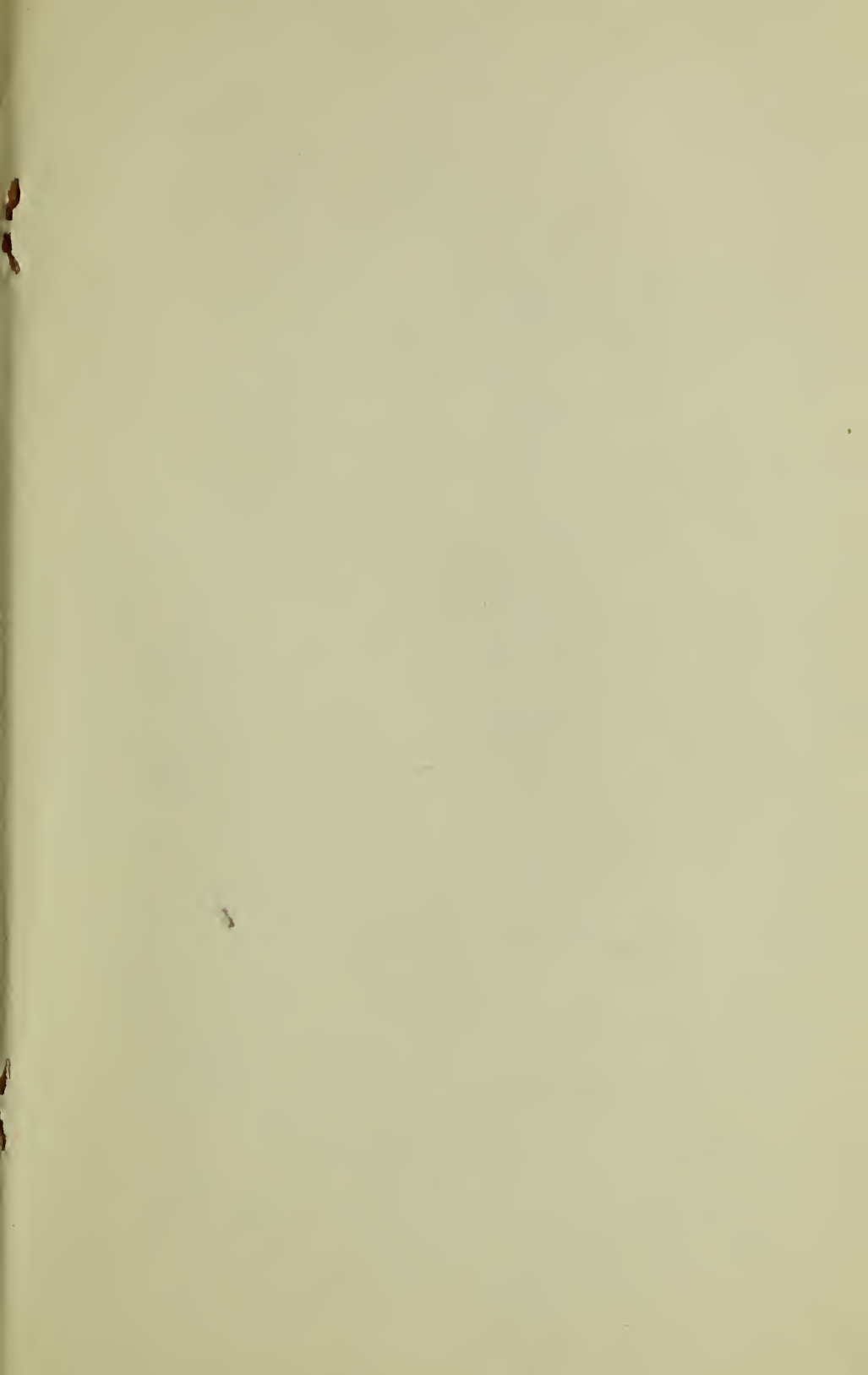
I wish to extend my appreciation to all those who worked so enthusiastically and loyally to make the playgrounds a success.

Respectfully submitted,
HARRY J. McMAHON, Director,
Summer Playgrounds.











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